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ABSTRACT

In response to the increasing emphasis upon parent involvement in the schools, the Southwest Parent Education Resource Center began a 3-year study of the relationship of parent involvement to teacher education. Increased involvement was seen as a signal of change in teacher-parent interaction and a larger professional role for teachers. The three study areas were a survey of teachers regarding parent involvement in elementary schools; parent education based on parent models of child socialization; and a survey of elementary school principals regarding their attitudes toward parent involvement issues. Teachers supported the need for training to work with parents, and suggested specific competencies in communication and interpretation of educational practices to parents of diverse backgrounds. Varied class and ethnic groups of parents were studied regarding their beliefs and attitudes toward child rearing. Lay parent models of child socialization were identified to prepare guidelines for parent education programming. School principals preferred first hand experience with parents, teachers and other educators to better prepare teachers for parent involvement. Parent participation and training in home learning for children were recommended. (CM)

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FINAL INTERIM REPORT

PROJECT: SOUTHWEST PARENT EDUCATION RESOURCE CENTER (CENTER)

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AREA FOCUS ONE

AREA FOCUS ONE: A SURVEY OF TEACHERS REGARDING PARENT INVOLVEMENT IN ELEMENTARY SCHOOLS

Project Goals: To develop specific guidelines for training teachers to work with parents in the schools; to base these guidelines on the experience and attitudes of teachers in the field; and to identify specific factors which discourage parent involvement in the schools.

A. INTRODUCTION

In response to the increasing emphasis upon parent involvement in the schools, the CENTER Project began a three-year study to look at the relationship of parent involvement to teacher education. The assumption on which this study was based was that an increase in parent involvement would also signal a change in the way teachers see their professional role; that their new role would involve increased interaction with parents in addition to their existing duties related to classroom instruction. In order to determine whether training for prospective teachers should be broadened to reflect this larger professional role, this study was designed to examine the extent to which teachers in the schools valued working with parents.

During the first year of study, teacher educators in colleges of education were asked to express their opinions about parent involvement and also to describe the extent to which prospective teachers in their classes were being trained to understand and work with parents. The results of this study indicated that teacher educators generally favored the idea of training prospective teachers to work with parents, but there was little consensus about the particular ways in which parents should participate in the schools or about the most appropriate ways to prepare teachers for working with parents.

Activities for the second year of the study were to some extent based upon the responses of teacher educators. The purpose of the second year's efforts was to identify the aspects of parent involvement which were most favored in the education profession and then develop guidelines for training prospective teachers which addressed those specific aspects.

In order to assure that these guidelines were based upon the actual experience of professional educators in the schools, surveys of both teachers and principals were designed. Questionnaires were used to ask both groups for their opinions about parent involvement, for a description of current practices in the area, and for recommendations about training prospective teachers to work with parents. The teachers' survey and the principals' survey contained many of the questions answered by teacher educators, so a comparison of the three groups would be possible. In addition, specific questions were included which pertained specifically to each group of professionals.

For purposes of comparison, teacher educators, teachers, and principals were all asked to give their opinions about parent involvement, their opinions about the usefulness of parent input into school decisions, and their ratings of the value of techniques used to train prospective teachers to work with parents.

The survey of teachers and the survey of principals are even more comparable because both groups were asked to indicate their attitude toward various aspects of parent involvement, to rate the usefulness of having parents involved in school decisions, to indicate which training experiences could most help prospective teachers learn to work with parents, to rate the relative importance of seven major parent involvement roles, to describe current parent involvement activities in their schools, and to indicate which parent involvement goals they see as most appropriate. Both the teachers and the principals were also asked to provide demographic information which was used to identify subgroups within the sample of respondents.

1. Rationale

Teachers are increasingly being asked to broaden their responsibilities in educating children at the elementary school level. They are called upon now to work with parents in addition to improving their instructional skills. Teachers' acceptance of these increased responsibilities has been mixed. Some teachers welcome the idea of working with parents to impact the educational experiences of children. Others are opposed to the new responsibilities and feel that teachers already have enough to do. Still others offer little resistance and accept these duties as part of their professional role as teachers.

Regardless of the reaction, these additional responsibilities for teachers call for additional preparation or training. This training may be provided at either the preservice (undergraduate) or inservice levels. Teacher education should expand in order to reflect the new knowledge and skill needs of teachers in the schools.

In an effort to identify those needs related to parent involvement, this study asked teachers to define what they mean by parent involvement, asked them what they thought of it, asked them about current parent involvement practices in their schools, and asked them to

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identify best methods for training prospective teachers to work with parents. The survey instrument was designed to provide information about teacher training needs in parent involvement and to classify those needs according to whether they relate to developing new attitudes, acquiring new knowledge, or learning new skills.

This survey was also designed to identify barriers to effective parent involvement in the schools. The first step in this process was to ask teachers to define parent involvement by indicating the type of parent involvement roles they saw as beneficial. The second step involved asking teachers about two broad categories of barriers which might impede the various types of home school collaborations: Social Psychological Barriers and Logistical Barriers.

Social psychological barriers include all the emotional and attitudinal problems inherent in any collaboration of groups with different interests. Each group affected by parent involvement in the schools (parents, teachers and administrators) has opinions and evaluations about the other groups involved. These judgments about the other group may prevent the eventual collaboration of these groups, regardless of the potential benefits of that collaboration.

The logistical barriers include those reasons which pertain to the limitations of time and resources which each group experiences. An example of these constraints might be the fact that working parents do not have the time to visit the school, or that teachers do not have the time to stay after work to attend parent conferences, or that administrators do not have the resources to pay staff for the extra hours which may be required to set up a parent involvement effort. These actual constraints on time and resources may impede or prevent collaboration even when the social psychological barriers are absent.

2. Goal and Objectives

This research project has the following goals and objectives for the research activities:

a. Goal: To develop specific guidelines for training teachers to work with parents in the schools; to base these guidelines on the experience and attitudes of teachers in the field; and to identify specific factors which discourage parent involvement in the schools.

Objectives:

(1) To assess the attitude of teachers toward the general idea of having parents involved in the educational process.

(2) To determine current practices with regard to parent involvement in elementary schools.

(3) To identify specific parent involvement roles which teachers see as valuable.

(4) To identify specific school decisions for which parent input is seen as valuable.

(5) To specify training experiences which might be valuable in teaching prospective teachers to work with parents.

(6) To identify the goals of parent involvement which are most widely supported by teachers in the schools.

(7) To determine whether parents, teachers, or administrators should have primary responsibility for initiating parent involvement in the schools.

3. Statement of The Problem

Although there is a considerable body of literature describing the benefits of parent involvement in the education of their children, the actual implementation of parent involvement efforts has been slow. The professional preparation of teachers has been cited as a crucial factor in parent involvement, because historically, teachers have not received training to work with parents.

The purpose of this study is to ask elementary school teachers about parent involvement and to use their responses to develop guidelines for training prospective teachers to work with parents. To insure these guidelines reflect the needs of teachers in the schools, respondents in this study were asked for their opinions about the value of parent involvement, the role which parents, teachers, and administrators should play in parent involvement, the proper roles for parents in the schools, and appropriate goals for parent involvement activities. They were also asked to indicate the extent to which parents should be involved in specific school decisions, and the extent to which specific parent involvement activities were typical in their school. Finally, they were asked to provide certain demographic information which would be useful in describing the sample of respondents.

4. Research Questions

In the survey questionnaire the following research questions were posed:

(1) To what extent do elementary school teachers support the concept of parent involvement?

(2) What types of parent involvement do teachers see as useful?

(3) What are the current practices in the schools with regard to parent involvement?

(4) What methods would be most helpful in helping prospective teachers learn about working with parents?

(5) Are there differences of opinion about parent involvement which are related to differences in the demographic characteristics of teachers in this sample?

(6) For which school administrative and curriculum decisions would parent involvement be most useful?

(7) Which goals of parent involvement do teachers see as most appropriate?

In addition to these broad research questions, items in the questionnaire also addressed the following specific questions regarding parent involvement:

(1) Should principals, teachers, or parents take the initiative for implementing parent involvement?

(2) Should there be special training for teachers to work with parents?

(3) Are parents perceived as having the necessary skills for the various parent involvement roles they might play in the schools?

(4) Are parents perceived as motivated to be involved in their children's education?

(5) Should the goals of parent involvement be to involve parents in the schools or involve parents in home learning?

(6) Are there differences in the attitudes toward parent involvement among teachers in different states?

(7) Do teacher attitudes toward parent involvement vary according to the size of the city where they work?

(8) Do teacher attitudes toward parent involvement vary according to the grade level being taught?

The next section provides a detailed discussion of the procedures used to conduct this survey.

B. METHODOLOGY

1. Description of Subjects

The sample of this survey was selected from the population of elementary school teachers in six states. The states were: (1) Arkansas, (2) Louisiana, (3) Mississippi, (4) New Mexico, (5) Oklahoma, and (6) Texas, also known as the SEDL six-state region. Market Data Retrieval, Inc. (MDR) was able to access approximately 90% of the elementary school teachers in each of the states in the region. Because of differences in both the population density and ethnic breakdown between the states, the following formula was used to select a sample: A total of 2,100 teachers were to be randomly selected from a total estimated population of 125,901 teachers in the six states. Of these, 1,000 were to be from Texas and 200 were to be from each of the other five states.

Market Data Retrieval, Inc. provided a random sample of elementary school teachers in each of the six states. The list of 2,000 teachers was screened by project staff and the names of teachers at parochial schools and christian academies were deleted from the list. These were replaced by a supplemental list from MDR. In addition, teachers from Austin, Texas were removed from the sample because the school district felt they were unable to participate in the study at this time. The total sample size was 1,983 teachers. By state, this broke down as indicated in Table 1.

TABLE 1

State	MDR Population* Elementary Teachers	Sample Size	Approximate Ratio of Sample/Population
AR	11,249	196	2%
LA	19,229	201	1%
MS	12,015	189	2%
NM	5,418	196	4%
OK	14,035	199	1%
TX	63,919	1,002	2%
TOTALS	125,901	1,983	1.6%

*According to Market Data Retrieval, these totals represent approximately 90% of elementary teachers in the six states.

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2. Description of Instrument

The Parent Involvement Questionnaire (PIQ) was developed and used as the data gathering instrument for this survey effort. The PIQ was developed as a modification of a previously constructed instrument used to survey elementary teacher educators. Both the content and format of this survey instrument were based upon suggestions provided by researchers in the area of parent involvement, NIE Project Staff, and statistical consultants. In order to refine the PIQ, it was pretested with teachers in Washington, D.C. and in Grand Island, Nebraska.

The items on the PIQ were developed to tap issues in five (5) broad domains related to parent involvement. First was the domain of parent involvement in home learning. The items asked teachers whether they valued this type of parent involvement and also asked them if they thought parents had the skills necessary for this role. The second domain concerns teacher training for parent involvement (undergraduate preparation for students in elementary education). Items in this domain asked teachers about the value of specific parent involvement training experiences to prepare teachers for parent involvement at the elementary school level. In Domain Three, emphasis was upon parent involvement and school decision making. Information was gathered from teachers regarding the usefulness of parent involvement in school decisions by looking at their responses to opinions, roles, kinds of decisions, and goals.

The fourth domain centered on parent involvement and school program support. Teachers were asked to evaluate certain parent involvement roles, and goals which aim at supporting school activities and to indicate whether they are of any value. Finally, the fifth domain was concerned with general attitudes of teachers toward parent involvement in the schools. Here teachers responded to items which addressed such issues as parent competence, parent motivation, parent/school staff responsibility, and problems related to working with parents.

In terms of format, the PIQ was made up of eight parts each containing items from the various domains: Those parts are as follows:

I. Opinions - Parent Involvement and School Personnel
II. Opinions - Parent Involvement and Parents
III. Decisions - School decisions and parent participation
IV. Experiences - Training experiences about working with parents
V. Roles - Specific roles parents can play in the schools
VI. Activities - Parent involvement activities in current use
VII. Goals - Specific goals for parent involvement activities
VIII. Demographic Information - Characteristics of survey respondents

The instrument consisted of 140 items. For Parts I, II and VII, a four-point response scale was used which ranged from strongly agree to strongly disagree. A five-point Likert scale was devised for responses to Parts III, V and VI. The scale for Part III went from 1 = not useful to 5 = very useful; for Part V it went from 1 = not important to important; and in Part VI the scale range was from 1 = not typical to 5 = very typical. In the demographic information part, teachers were asked to check the item response which was most appropriate. The sixteen-page instrument was printed with a cover letter on the front, one page of general directions, specific directions preceding each part and a blank page for participant comments or reactions.

3. Procedures for Data Collection

The questionnaire was mailed to 1,983 elementary school teachers in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. A total of 1,983 questionnaires were mailed to teachers, each with a self-addressed return envelope. Within two weeks of the initial mail out, postcard follow-up reminders were sent to nonrespondents. Approximately three weeks after the first questionnaire mailing, 500 additional instruments were sent out to those who had not yet responded. The cut-off date for receiving completed questionnaires was six weeks after the initial mail out.

As the questionnaires were returned, they were recorded, coded, and prepared for data analysis. Of the 1,983 questionnaires mailed out, 873 (44%) were completed and returned. Data were keypunched on cards and the card deck was recorded on a computer file. Table 2 presents a summary of information regarding the returns from each state.

TABLE 2

State	Sample	Number of Returns	% of Sample
AR	196	98	50%
LA	201	78	39
MS	189	68	36
NM	196	82	42
OK	199	97	49
TX	1002	463	46
TOTALS	1983	886	45

4. Data Analysis Procedures

The data from 873 teachers were first analyzed to (1) generate an overall picture of responses to the survey, (2) obtain a composite description of respondent characteristics, and (3) plan for subsequent or secondary analyses. The first analysis involved generating descriptive statistics for all items on the survey questionnaire. The distribution of responses and a description of central tendency were described by the range of responses, the frequency of different responses, the mean response and the standard deviation. Missing data were not included in the calculations of central tendency.

Since the sampling resulted in unequal probablities of selection across states, the calculation of pooled, i.e., regional, statistics requires a correction procedure to take into account the differential sampling probabilities. The desirable correction procedure should result in each state estimate reflecting the appropriate percentage of the total participant population. This procedure involves weighting each state mean to adjust for differential probabilities. When each state mean is adjusted or weighted, it is then legitimate to pool the states and calculate regional means. The weighting procedures are discussed in the following paragraphs.

Individual state weights (denoted w) were calculated by taking the inverse of the ratio of the actual return for that state relative to the population of that state. Thus, $\omega_i = 1/A_i/N_i$ Where ω_i is the weight for the ith state, A_i is the actual return and N_i is the population in that state.

Using this formula, the weights for each state were calculated to be as follows:

Arkansas = 114.78
Louisiana = 246.52
Mississippi = 177.22
New Mexico = 66.07
Oklahoma = 144.69
Texas = 138.05

As an example of weighting: Assume a total population of 100 and an actual response of 50. In this instance, each person sampled actually represents two persons, thus intuitively, the weight should be two. By calculation, it is observed that: $w = 1/50/100 = 1/.5 = 2$. In performing this type of procedure for all states in the analysis, there was control for the differential sampling probabilities across states. These weights were then used to weight the estimated means for each state. The regional means were computed from the following formula:

$$\bar{X}_R = \sum_{i=1}^{6} \frac{\bar{X}_i \omega_i}{\Sigma \omega_i}$$

Where: $\overline{X}_R$ is the estimate of the regional mean, $\overline{X}_i$ is the mean for the ist state; $\Sigma\omega_i$ is the sum of the state weights. The regional mean was calculated from the following information:

	$\overline{X}_i$	ω_i	$\overline{X}_i\omega_i$
Arkansas	10	8.13	81.3
Louisiana	11	14.64	161.0
Mississippi	12	6.24	74.9
New Mexico	10	5.61	56.1
Oklahoma	10	14.63	146.3
Texas	9	8.53	76.8
		57.68	596.4

$$\overline{X} = \frac{596.4}{57.68} = 10.3 \text{ (Regional Mean)}$$

Thus, regional weighted means for each item in the survey were calculated with this corrected statistic.

Results of the first analysis were used to get an overall picture of responses to the survey, to get a composite description of the respondents' characteristics, and to plan subsequent analyses. Tables were prepared to show the mean ratings for items in each section of the survey questionnaire. A summary of the characteristics of the teachers responding to this survey was also prepared.

The mean ratings were used to rank the items in each section of the survey to identify those items receiving the strongest positive or negative ratings. Tables were prepared to show those items receiving the strongest response in each section of the survey in rank order.

The standard deviation was used to identify the items with the most disagreement among respondents. Then the responses to these items were broken out by each of 7 demographic variables to determine whether the variation in response might be systematically related to some factor such as ethnic background or years of experience.

Joint frequencies were computed for all the demographic variables to obtain a clearer idea of the interrelationship between these variables. This operation provided information such as the number of male respondents in cities of over 500,000, or the number of Hispanic, female respondents with more than 5 years teaching experience. This information was used to interpret the results of the survey and to describe the population for which they may be generalizable.

Responses were examined by domain to determine patterns within each of the item domains, and small clusters of items were examined to assess teacher attitudes to specific parent involvement issues. Tables were also prepared to illustrate these patterns of responses.

Finally, a factor analysis of items in each part of the survey was performed to describe underlying patterns of response within sections of the survey. Then a correlation matrix was calculated using these factors to identify patterns of response across sections of the survey.

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C. RESULTS

Results of this survey are presented in the following sequence. First, the characteristics of respondents are presented to provide the context for looking at item responses. Then descriptive statistics are presented which describe their responses to items in each part of the questionnaire, starting with Part I and going through Part VI. Results of the breakdown of item responses by demographic variables are then discussed. Next, item responses are examined by looking at the items which make up specific domains and to look at clusters of items which address specific questions regarding teachers' attitudes toward parent involvement. Finally, there is a brief discussion of results of the factor analysis of items in each part of the survey and of the relationship of those factors to each other. Tables are provided to show the results of each analysis.

1. Descriptive Statistics

a. Characteristics of Respondents

Of the 873 teachers who responded to the demographic items, 91.5% were female and only 8.5% were male. Approximately 74% of respondents described themselves as Anglo, 15% Black and 10% Hispanic. In terms of educational level, approximately 58% indicated they had either a bachelor's degree or a bachelor's degree plus hours; almost 40% indicated they had either a master's degree or a master's degree plus hours. There were 20 respondents indicating they had a specialists degree, or about 2.3% of the total sample. Over 62% of respondents indicated they had 10 or more years' teaching experience, with 25% indicating they had taught from 5 to 9 years, and only 12.6% indicating they had taught less than 5 years. Approximately 42% said they taught grades pre-kindergarten through 2, another 28% taught grades 3 and 4, and about 24% taught grades 5 and 6. Only 3% of the sample said they taught in a nongraded setting.

Most of the teachers in this survey listed their area of specialization as Elementary Education (88%), but Early Childhood Education (15%) and Special Education (7%) were the next most frequently mentioned. They described their teaching duties as regular classroom teacher (77%), specific subject teacher (11%) and Special Education teacher (5%). In addition, they indicated they mostly taught in the self-contained classroom (67%) although 8% indicated they were involved in team teaching and 5% indicated they taught in open areas. Approximately 16% described their teaching situation as departmentalized.

Teachers responding to this survey taught in towns and cities of all sizes. Approximately 47% described their towns as having a population of less than 20,000, another 40% from cities between 20,000 and 500,000 and only 12% from cities over 500,000. Over half of the responding teachers were from Texas (52.6%), 11% were from Oklahoma, 10.6% from Arkansas, 9.3% from New Mexico, 8.9% from Louisiana and 7.7% from Mississippi. As a group, they indicated that about 44% of their students came from families with an annual income of less than $10,000, about 42% with an income between $10,000 and $25,000, and about 18% from families with incomes over $25,000.

Frequencies and percentages of responses to demographic items are presented in Table 3.

TABLE 3

CHARACTERISTICS OF RESPONDING TEACHERS
(n = 873)

Demographic Item	Frequency	Percent
1. Gender		
a. Female	799	91.5
b. Male	74	8.5
2. Level of Education		
a. Bachelors Degree	156	17.8
b. Bachelors Degree plus hours	353	40.3
c. Masters degree	137	15.6
d. Masters Degree plus hours	211	24.1
e. Specialist Degree	20	2.3
f. Doctorate Degree	0	0
3. Ethnicity		
a. Hispanic	83	9.6
b. Black	132	15.3
c. Asian	6	.7
d. Anglo	637	73.7
e. American Indian	6	.7
4. Number of Years Teaching		
a. 0-4 years	110	12.6
b. 5-9 years	219	25.0
c. 10-14 years	223	25.5
d. 15-19 years	151	17.2
e. 20+ years	173	19.7

TABLE 3 (cont'd)

CHARACTERISTICS OF RESPONDING TEACHERS
(n = 873)

Demographic Item	Frequency	Percent
5. Grade Currently Teaching		
a. Pre-Kindergarten	3	.4
b. Kindergarten-2	365	41.4
c. 3-4	251	28.5
d. 5-6	204	24.1
e. Nongraded	25	2.9
6. Population of Town Where You Teach		
a. Less than 500	34	4.0
b. 500-4999	179	21.0
c. 5000-999	77	9.0
d. 10,000-19,999	113	13.3
e. 20,000-49,999	131	15.4
f. 50,000-99,999	100	11.7
g. 100,000-499,999	111	13.0
h. 500,000-999,999	55	6.5
i. 1 Million plus	52	6.1
7. Pupil Enrollment of School Where You Teach		
a. less than 100	8	.9
b. 100-499	449	51.4
c. 500-999	365	41.8
d. 1000 plus	52	5.9

TABLE 3 (cont'd)

CHARACTERISTICS OF RESPONDING TEACHERS
(n = 873)

Demographic Item	Frequency	Percent
8. Income Level of Students in Your School		
a. Family income below $10,000/year		44.2
b. Family income $10,000-$25,000/year		42.3
c. Family income $25,000+/year		18.4
9. Racial and Ethnic Mix of Students in Your School		
a. Anglo		59.3
b. Asian		4.5
c. Black		23.9
d. Hispanic		31.0
e. American Indian		13.0
10. Closest Description of Teaching Duties*		
a. Regular classroom	683	77.5
b. Special Ed. only	45	5.1
c. Subject teacher only	101	11.5
d. Music, Art or PE only	6	.7
e. Speech only	1	.1
f. Other	55	6.2
11. Best Description of Teaching Situation		
a. Self-contained classroom	588	66.7
b. Open space/area	49	5.6
c. Team teaching	75	8.5
d. Departmentalization	144	16.3
e. Combination grade	39	4.4

TABLE 3 (cont'd)

CHARACTERISTICS OF RESPONDING TEACHERS
(n = 873)

Demographic Item	Frequency	Percent
12. Areas of Specialization in Which Teacher Had Most Training*		
a. Elementary Education	779	88.4
b. Early Childhood Education	134	15.2
c. Curriculum and Instruction	49	5.6
d. Education Administration	42	4.8
e. Health and Physical Education	19	2.2
f. Art or Music Education	47	5.3
g. Speech Communication	12	1.4
h. Special Education	63	7.2
i. Child/Human Development	25	2.8
j. Home Economics	16	1.8
13. State Where Teacher Lives		
a. Arkansas	98	10.6
b. Louisiana	78	8.9
c. Mississippi	68	7.7
d. New Mexico	82	9.3
e. Oklahoma	97	11.0
f. Texas	463	52.6

*Totals are greater than 873 and 100% respectively due to respondents checking more than one item.

b. Responses to Opinions about Parent Involvement (Part I)

Part I of the survey consisted of 14 opinions pertaining to the role of school staff in implementing parent involvement. In this discussion of results, the mean response refers to the weighted mean response, adjusted for differences in sampling among the states. As shown in the following tables, this weighted mean was only slightly different from the unadjusted mean response.

Using a 4-point scale (1=strongly disagree to 4=strongly agree), the mean response across all 14 items was 2.67, indicating a slightly positive response tendency on these items. Teachers agreed most strongly with opinions stating that teachers are having to take on responsibilities parents used to assume, that teachers need to be involved in school policy decisions, that teachers need to provide parents with ideas about helping their child with homework, and that principals need to provide teachers with guidelines about parent involvement. They disagreed most with statements that teachers should avoid conferring with parents about the child's home life, that parents should evaluate school staff, or that teachers do not need training to prepare them for working with parents. The responses to all items in Part I are shown in Table 4, the statement eliciting the strongest agreement from teachers are shown in Table 5 and those eliciting the strongest disagreement are shown in Table 6.

c. Responses to Opinions about Parent Involvement (Part II)

Part II of the survey consisted of 26 opinions related to the role of parents in parent involvement. Using the same 4-point scale, with a mid-point of 2.5, the mean response across all 26 items was 2.63, again

TABLE 4

TEACHERS' RATINGS OF OPINIONS ABOUT PARENT INVOLVEMENT--PART ONE*
(n = 873)

Opinions	Means	Weighted Means
1. Teachers need to provide parents with ideas about helping with children's school work at home........	3.383	3.370
2. Principals need to provide teachers with guidelines about parent involvement.....................	3.146	3.173
3. A course in working with parents should be required for undergraduates in elementary education.........	2.949	2.981
4. Teachers must take the initiative to get parents involved in education..............................	2.853	2.900
5. There needs to be an elective course about involving parents for undergraduates in teacher training..................................	2.869	2.833
6. Many teachers are uncomfortable working with parents..	2.878	2.846
7. Teachers need to be involved in making school policy decisions...................................	3.491	3.458
8. Teachers have enough to do without also having to work with parents..............................	2.061	2.005
9. Teachers are having to take on many of the responsibilities that parents used to assume.......	3.503	3.489
10. Teachers should not confer with parents about the child's home life.............................	1.862	1.837
11. Teachers do not need training to prepare them for working with parents..........................	1.940	1.919
12. Principals should be evaluated by parents..........	1.976	2.010
13. Teacher evaluation by parents is a good idea.......	1.928	1.967
14. Principals should be responsible for parents taking a more active role in the schools...........	2.689	2.686

*Using a four-point rating scale from 1 (Strongly Disagree) to 4 (Strongly Agree).

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TABLE 5
RANK ORDER OF PARENT INVOLVEMENT OPINIONS WITH WHICH TEACHERS MOST STRONGLY AGREE--PART ONE

Rank	Item	Opinions	Means	Weighted Means
1.	(9)	Teachers are having to take on many of the responsibilities that parents used to assume.	3.503	3.489
2.	(7)	Teachers need to be involved in making school policy decisions......................	3.491	3.458
3.	(1)	Teachers need to provide parents wityh ideas about helping with children's school work at home..................................	3.383	3.70
4.	(2)	Principals need to provide teachers with guidelines about parent involvement..........	3.146	3.173
5.	(3)	A course in working with parents should be required for undergraduates in elementary education..................................	2.949	2.981

TABLE 6
RANK ORDER OF PARENT INVOLVEMENT OPINIONS WITH WHICH TEACHERS MOST STRONGLY DISAGREE--PART ONE

Rank	Item	Opinions	Means	Weighted Means
1.	(10)	Teachers should not confer with parents about the child's home life..................	1.862	1.837
2.	(11)	Teachers do not need training to prepare them for working with parents................	1.940	1.919
3.	(13)	Teacher evaluation by parents is a good idea...	1.928	1.967
4.	(8)	Teachers have enough to do without also having to work with parents..................	2.061	2.005
5.	(12)	Principals should be evaluated by parents....	1.976	2.010

indicating a slightly positive response tendency. Teachers *agreed most strongly* with statements that parents need to make sure that children do their homework ($\bar{x}=3.48$), that parents who assist in classrooms become more involved in their child's learning ($\bar{x}=3.23$), that it is difficult to get low-income families ($\bar{x}=3.13$) and working parents involved in schools ($\bar{x}=3.02$), and that parent participation in all school matters should be increased ($\bar{x}=2.93$).

Teachers registered the *strongest disagreement* with opinions stating that parent involvement has little effect on pupil success ($\bar{x}=1.73$), that parents should have the final word in educational decisions affecting their children ($\bar{x}=1.98$), that parents do more harm than good by helping their children with homework ($\bar{x}=1.99$), that parents have too much input into school decisions ($\bar{x}=2.1$) and that involving middle and upper income parents is easy ($\bar{x}=2.39$). Responses to all items in Part II are shown in Table 7, while opinions eliciting the strongest agreement are shown in Table 8 and those eliciting strongest disagreement are shown in Table 9.

d. *Responses to Parent Input in School Decisions* (Part III)

This part of the survey presented teachers with 20 specific school decisions and asked them to indicate the extent to which parent input would be useful in making each decision. Respondents were asked to use a 5-point scale where 1=not useful and 5=very useful. The mid-point of this scale is 3.0, and the mean response across all 20 items was only 2.42, indicating a slightly *negative* tendency in the responses to these items.

TABLE 7
TEACHERS' RATINGS OF INVOLVEMENT OPINIONS--PART TWO*
(n = 873)

	Opinions	Means	Weighted Means
1.	Most parents would rather be involved with childrens arts and crafts than with basic skills.......	2.471	2.473
2.	Parents need to provide principals wsith ideas about how they can become involved in school.......	2.830	2.857
3.	Most parents want more information sent home about classroom instruction........................	2.669	2.688
4.	Most parents are comfortable when they come to the school...	2.352	2.345
5.	Most parents who assist in classrooms become more involved with the child's learning.................	3.283	3.225
6.	Most parents are not able to teach their children basic skills............................	2.567	2.597
7.	Most parents are cooperative with teachers.........	2.961	2.900
8.	Most parents know what is best for their school-age children...	2.337	2.220
9.	Parent participation in all school related matters needs to be increased............................	2.961	2.931
10.	More parents need to be included on curriculum development committees............................	2.476	2.526
11.	Parents should help children do their homework.....	2.824	2.799
12.	Most parents do not have the necessary training to take part in making school decisions............	2.709	2.661
13.	It is difficult to get low income families involved in their children's schools...............	3.145	3.125
14.	Parents need to make sure that children do their homework..	3.480	3.467

*Scale: 1 (Strongly Disagree) to 4 (Strongly Agree).

TABLE 7 (Continued)

	Opinions	Means	Weighted Means
15.	It is difficult to get working parents involved in the school	3.051	3.017
16.	Parents have too much input into decisions that are the concern of school staff	2.155	2.096
17.	Most parents are not able to accept negative feedback about their children from teachers	2.729	2.763
18.	Most parents are unwilling to spend time on their children's education	2.468	2.461
19.	More parents would help children at home if they knew what to do	2.848	2.823
20.	Parent involvement in schools should be the responsibility of parents	2.793	2.695
21.	Parents can make rational decisions about their children when given adequate information	2.926	2.870
22.	Parents do more harm than good by helping their children with homework	2.024	1.991
23.	Involving middle and upper income parents in the school is easy	2.405	2.392
24.	Parents should have the final word in educational decisions affecting their children	2.030	1.981
25.	Parent involvement has little effect on pupil success	1.673	1.639
26.	Parent involvement should be a right of parents	2.999	2.949

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TABLE 8
RANK ORDER OF PARENT INVOLVEMENT OPINIONS WITH WHICH TEACHERS MOST STRONGLY AGREE--PART TWO

Rank	Item	Opinions	Means	Weighted Means
1.	(14)	Parents need to make sure that children do their homework..............................	3.480	3.467
2.	(5)	Most parents who assist in classrooms become more involved with the child's learning..................................	3.283	3.225
3.	(13)	It is difficult to get low income families involved in their children's schools........	3.145	3.125
4.	(15)	It is difficult to get working parents involved in the school......................	3.051	3.017
5.	(9)	Parent participation in all school matters should be increased........................	2.961	2.931

TABLE 9
RANK ORDER OF PARENT INVOLVEMENT OPINIONS WHITH WHICH TEACHERS MOST STRONGLY DISAGREE--PART TWO

Rank	Item	Opinions	Means	Weighted Means
1.	(25)	Parent involvement has little effect on pupil success..............................	1.673	1.730
2.	(24)	Parents should have the final word in educational decisions affecting their children.	2.030	1.981
3.	(22)	Parents do more harm than good by helping their children with homework...............	2.024	1.991
4.	(16)	Parents have too much input into decisions that are the concern of school staff........	2.155	2.096
5.	(23)	Involving middle and upper income parents is easy..................................	2.405	2.392

When the items were ranked in terms of their mean response, the decisions where parent input was seen as most useful included deciding if family problems were affecting school performance ($\bar{x}$=3.88), placing children in Special Education ($\bar{x}$=3.2), providing sex role instruction and sex education ($\bar{x}$=2.99), and deciding amount of homework to be assigned ($\bar{x}$=2.65). Those decisions in which parent input was seen as least useful included making assignments of teachers within a school ($\bar{x}$=1.49), hiring/firing school staff ($\bar{x}$=1.51), evaluating teacher performance ($\bar{x}$=.95), selecting teaching methods ($\bar{x}$=1.98), and deciding priorities for the school budget ($\bar{x}$=2.26). Mean responses for all items in Part III are shown in Table 10 with those decisions where parent input was seen as most useful are shown in Table 11 and those where parent input was seen as least useful are shown in Table 12.

e. Parent Involvement Training Experiences (Part IV)

On this part of the questionnaire, teachers were asked to describe their own training to work with parents and to recommend the training experiences they felt would be most important in helping prospective teachers learn to work with parents. They were presented with a list of 14 specific training experiences (see Table 13) and asked to indicate whether or not each experience was part of their own undergraduate training. Then they were asked to indicate which 3 of the 14 training experiences they saw as most important in training prospective teachers about working with parents.

The largest number of respondents indicated that their own undergraduate training included talking with inservice teachers about ways to work with parents (n=424), followed by being involved in school

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TABLE 10
TEACHERS' RATINGS OF USEFULNESS OF INVOLVING PARENTS IN SCHOOL DECISIONS*
(n = 873)

	Decisions	Means	Weighted Means
1.	Grouping children for instruction	2.206	2.325
2.	Amount of homework assigned	2.625	2.648
3.	Choosing classroom discipline methods	2.753	2.810
4.	Evaluating pupil performance	2.249	2.337
5.	Selecting teaching methods	1.890	1.980
6.	Selecting textbooks and other learning materials	2.293	2.349
7.	Emphasizing affective skills rather than cognitive skills	2.483	2.430
8.	Placing children in Special Education	3.160	3.199
9.	Curriculum emphasis on the arts rather than basic skills	2.104	2.038
10.	Hiring/firing of school staff	1.506	1.508
11.	Evaluating teacher performance	1.853	1.947
12.	Deciding priorities for the school budget	2.245	2.262
13.	Emphasizing multicultural/bilingual education	2.389	2.368
14.	Setting promotion and retention standards of students	2.211	2.183
15.	Formulating desegregation/integration plans	2.664	2.744
16.	Making assignments of teachers within a school	1.426	1.486
17.	Deciding if family problems are affecting school performance	3.896	3.884
18.	Setting school discipline guidelines	2.676	2.760
19.	Providing sex role instruction and sex education	3.019	2.986
20.	Setting guidelines for grading students	2.038	2.075

*Using a five-point rating scale from 1 (Not Useful) to 5 (Very Useful).

TABLE 11
SCHOOL DECISION AREAS IN WHICH TEACHERS INDICATED PARENT INPUT WAS MOST USEFUL

Rank	Item	Decisions	Means	Weighted Means
1.	(17)	Deciding if family problems are affecting school performance..........................	3.900	3.884
2.	(8)	Placing children in Special Education.......	3.168	3.199
3.	(19)	Providing sex role instruction and sex education..................................	3.020	2.986
4.	(2)	Amount of homework assigned.................	2.625	2.648
5.	(15)	Formulating desegregation/integration plans.	2.664	2.744

TABLE 12
SCHOOL DECISION AREAS IN WHICH TEACHERS INDICATED PARENT INPUT WAS LEAST USEFUL

Rank	Item	Decisions	Means	Weighted Means
1.	(16)	Making assignments of teachers within a school.....................................	1.426	1.486
2.	(10)	Hiring/firing of school staff...............	1.506	1.508
3.	(11)	Evaluating teacher performance..............	1.853	1.947
4.	(5)	Selecting teacher methods...................	1.890	1.980
5.	(12)	Deciding priorities for the school budget...	2.245	2.262

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TABLE 13

TEACHERS' DESCRIPTION OF UNDERGRADUATE TRAINING EXPERIENCES THEY HAD WHICH WERE RELATED TO WORKING WITH PARENTS IN THE SCHOOLS

(n = 873)

	Experiences	% Yes	frequency
1.	Being involved in parent organizations................	31.7	278
2.	Working with parent volunteers........................	28.4	250
3.	Participating in parent-teacher conferences...........	45.3	399
4.	Conducting home visits with parents...................	22.6	198
5.	Participating in role playing or other such activities related to parent involvement.............	32.6	286
6.	Conducting parent conferences.........................	29.1	256
7.	Talking with inservice teachers about ways to work with parents..................................	48.6	424
8.	Preparing written family histories of children..	30.5	266
9.	Talking with parents about ways to work with teachers..	23.7	207
10.	Evaluating available materials about parenting........	25.7	224
11.	Being involved in school activities with parents......	46.7	409
12.	Assisting a principal in planning parent involvement activities.............................	18.3	160
13.	Participating in principal-teacher-parent conferences concerning students......................	30.9	270
14.	Reading assigned parent involvement materials as part of a formal course..........................	24.9	216

social activities with parents (n=409) and participating in parent-teacher conferences (n=399). The least-mentioned training experiences reported by teachers included assisting a principal in planning parent involvement activities (n=160), conducting home visits with parents (n=198), and talking with parents about ways to work with teachers (n=207).

In the last item for Part IV, teachers were asked to rank the 3 most important training experiences for prospective teachers. A weighted score was created by reversing the rank order (e.g. Most Important = 3, 2nd Most Important = 2, 3rd Most Important = 1) and multiplying this number by the number of teachers who recommended the experience.

Table 14 shows that the training experiences which they recommended most strongly for training prospective teachers to work with parents included participating in parent teacher conferences, followed by talking with inservice teachers about ways to work with parents, and third, participating in principal-teacher-parent conferences concerning students.

f. Responses to Specific Parent Involvement Roles (Part V)

In this part of the questionnaire teachers were presented with 7 parent involvement roles and were asked to indicate how important it was for schools to have parents in each role. Responses on this part of the questionnaire were made using a 5-point Likert scale which ranged from 1=Not Important to 5=Very Important. With a mid-point of 3.0, the mean response for all 7 roles was 3.52, indicating a slightly positive response tendency on these items. Only one role (Decision Maker) received a rating below the mid-point and mean response for that item was 2.41.

Teachers' ratings of the importance of these roles are shown in Table 15 and the same ratings are shown in rank order in Table 16.

In general, teachers indicated it was *most important* to have parents in the roles of audience for school activities ($\bar{x}=4.24$) and school program supporter ($\bar{x}=4.21$), with the role of home tutor being third in importance ($\bar{x}=3.86$). In contrast, teachers indicated it was *least important* to have parents taking the roles of either decision-makers ($\bar{x}=2.41$) or of advocates ($\bar{x}=3.10$). Having parents as either co-learners or as paid school staff was seen as *moderately important*, as indicated by their mean ratings of 3.65 and 3.20 respectively.

g. *Responses to Specific Parent Involvement Activities* (Part VI)

In this part, teachers were asked to look at each of 28 specific parent involvement activities and to indicate the extent to which each activity was typical of parent involvement in their own school. A 5-point Likert scale was used in which 1=Not Typical and 5=Very Typical. Although the midpoint of the scale is 3.0, the mean response over all items was only 2.21, indicating a slightly negative response tendency for these items. Mean responses to items in Part VI are shown in Table 17.

Those activities described as *most typical* by responding teachers included attending open house ($\bar{x}=3.73$), chaperoning for school social functions ($\bar{x}=3.71$), holding fund raisers to support school needs ($\bar{x}=3.62$), attending parent-teacher conferences about children's progress ($\bar{x}=3.61$), and assisting children with school assignments at home ($\bar{x}=3.24$). Those parent involvement activities described as *least typical* include participating in hiring/firing decisions about school staff ($\bar{x}=1.21$), participating in evaluation of school staff ($\bar{x}=1.32$),

TABLE 15
TEACHERS' RATINGS OF THE IMPORTANCE OF SELECTED PARENT INVOLVEMENT ROLES*
(n = 873)

Roles	Means	Weighted Means
1. Paid school staff (e.g., aides, parent educators, assistant teachers, etc.)...............	3.194	3.202
2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).......	4.177	4.212
3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions.......................................	2.382	2.407
4. Home tutor for children (i.e., helping children at home to master school work)............	3.845	3.858
5. Audience for school activities (e.g., attending special performances, etc.)..............	4.279	4.242
6. Co-learner (i.e., parents participate in activites where they learn about education with teachers, students and principals)............	3.556	3.651
7. Advocate (i.e., activist role regarding school policies and community issues)..............	3.069	3.104

*Using a five-point scale from 1 (Not Important) to 5 (Very Important).

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TABLE 16
RANK ORDER OF TEACHERS' RATINGS OF THE MOST IMPORTANT PARENT INVOLVEMENT ROLES

Rank	Item	Roles	Means	Weighted Means
1.	(5)	Audience for school activities (e.g., attending special performances, etc.).......	4.280	4.242
2.	(2)	School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).	4.177	4.212
3.	(4)	Home tutor for children (i.e., helping children at home to master school work)......	3.845	3.858
4.	(6)	Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals)......	3.556	3.651
5.	(1)	Paid school staff (e.g., aides, parent educators, assistant teachers, etc.).........	3.194	3.202
6.	(7)	Advocate, (i.e., activist role regarding school policies and community issues)........	3.069	3.104
7.	(3)	Decision-maker (i.e., partners in school planning, curriculum or administrative decisions)..................................	2.382	2.407

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TABLE 17
TEACHERS' RATINGS OF THE EXTENT TO WHICH SPECIFIC PARENT INVOLVEMENT ACTIVITIES ARE TYPICAL OF THEIR SCHOOL*

(n = 873)

	Activities	Means	Weighted Means
1.	Setting goals with teachers for classroom learning.	1.432	1.483
2.	Assisting children with school assignments at home.	3.225	3.238
3.	Visiting the school to observe in classroom........	2.367	2.286
4.	Attending open house or "follow-your-children's schledule" activities.............................	3.785	3.726
5.	Participating in activities to prepare parents for home tutoring of their children...............	1.815	1.887
6.	Preparing and disseminating parent newsletter......	2.080	2.122
7.	Holding fund-raisers to support school needs.......	3.613	3.621
8.	Conducting school public relations activities in the community..................................	2.530	2.619
9.	Identifying community resources for the school.....	2.450	2.568
10.	Holding social functions at the school (coffees, luncheons, potluck suppers, etc.).................	2.574	2.602
11.	Tutoring students at home..........................	2.277	2.290
12.	Assisting teachers with classroom learning activities..	2.111	2.102
13.	Assisting in school resource areas, playgrounds, and health facilities.............................	2.017	2.083
14.	Chaperoning for school field trips, picnics, parties, etc...	3.640	3.714
15.	Helping with the improvement of school facilities and the classroom learning environment............	2.411	2.494

*Using a five-point scale from 1 (Not Typical) to 5 (Very Typical).

TABLE 17 (Continued)

	Activities	Means	Weighted Means
16.	Providing clerical assistance to teachers..........	1.830	1.828
17.	Participating in parent-teacher inservice activities at school..............................	1.819	1.915
18.	Attending parent-teacher educational meetings or conferences away from school....................	1.798	1.807
19.	Participation in school budget planning............	1.551	1.553
20.	Participating in curriculum development............	1.477	1.493
21.	Assisting in establishment of school's educational goals..................................	1.605	1.594
22.	Participation in evaluation of school programs and instruction..................................	1.615	1.616
23.	Participation in evaluation of school staff........	1.311	1.323
24.	Participation in evaluation of students............	1.387	1.400
25.	Participation in decisions about hiring/ firing of school staff............................	1.235	1.213
26.	Identifying needs and problem areas of the school..	2.124	2.127
27.	Initiating policy changes for the school or school district..................................	1.774	1.683
28.	Attending parent/teacher conferences about children's progress..............................	3.638	3.606

participating in evaluation of students ($\bar{x}$=1.40), setting goals for classroom learning ($\bar{x}$=1.48) and participating in curriculum development ($\bar{x}$=1.49). The most typical activities are shown in Table 18, while the least typical are shown in Table 19.

h. Responses to Parent Involvement Goals (Part VII)

In Part VII teachers were asked to look at a list of 12 broad goals and to indicate the extent to which they either agreed or disagreed with these as goals for parent involvement. For this part, a 4-point response scale was used which was exactly like that used in Parts I and II of the questionnaire (1=strongly disagree, 4=strongly agree). With a mid-point of 2.5 on this scale, the mean response across all items was 3.23, which indicates a somewhat positive response tendency for these items. Means responses for these 12 goals are shown in Table 20.

Although the mean responses for all 12 goals were above the mid-point of the scale, teachers agreed most strongly that the goals for parent involvement were to improve children's self esteem and academic achievement ($\bar{x}$=3.61), to maintain open communications with parents ($\bar{x}$=3.44) and to increase parent's recognition of themselves as partners in the educational process ($\bar{x}$=3.41). Responses of the teachers indicated they were less enthusiastic about the goals of parent involvement being to have parents help with evaluation of school programs ($\bar{x}$=2.64) or to have parents become part of the planning, implementation and support of school programs ($\bar{x}$=2.78). The parent involvement goals which elicited the strongest agreement are shown in rank order in Table 21 while those eliciting the weakest agreement are shown in Table 22.

TABLE 18
RANK ORDER OF PARENT INVOLVEMENT ACTIVITIES TEACHERS INDICATED AS MOST TYPICAL IN THEIR SCHOOLS

Rank	Item	Activities	Means	Weighted Means
1.	(4)	Attending open house or "follow-your-children's schedule" activities............	3.785	3.726
2.	(14)	Chaperoning for school field trips, picnics picnics, parties, etc......................	3.640	3.714
3.	(7)	Holding fund-raisers to support school needs....................................	3.613	3.621
4.	(28)	Attending parent/teacher conferences about children's progress.........................	3.638	3.606
5.	(2)	Assisting children with school assignments at home..................................	3.225	3.238

TABLE 19
RANK ORDER OF PARENT INVOLVEMENT ACTIVITIES TEACHERS INDICATED AS LEAST TYPICAL IN THEIR SCHOOLS

Rank	Item	Activities	Means	Weighted Means
1.	(25)	Participation in decisions about hiring/firing of school staff......................	1.235	1.213
2.	(23)	Participation in evaluation of school staff.	1.311	1.323
3.	(24)	Participation in evaluation of students.....	1.387	1.400
4.	(1)	Setting goals for classroom learning........	1.432	1.483
5.	(20)	Participation in curriculum development.....	1.477	1.493

TABLE 20
TEACHERS' AGREEMENT WITH SPECIFIC PARENT INVOLVEMENT GOALS*
(N = 873)

	Goals	Means	Weighted Means
1.	To encourage and provide for continuous growth of parent invovlement	3.211	3.195
2.	To increase parent, student, and school staff expectations and school success	3.294	3.269
3.	To develop with school staff ways of involving more parents in the schools	3.227	3.211
4.	To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members)	3.359	3.358
5.	To allow parents to share their special expertise talent, time and energy in ways that fulfill them as parents and individuals	3.411	3.389
6.	To maintain open communication with parents through a variety of methods	3.467	3.439
7.	To improve children's self-esteem and academic achievement	3.652	3.607
8.	To have parents help with the evaluation of school programs	2.672	2.639
9.	To have parents become part of planning, implementation, and support of school programs	2.805	2.780
10.	To increase parents' commitment to the success of the school	3.336	3.258
11.	To develop ways for parents to help improve the learning climate and school program richness	3.235	3.217
12.	To increase parents' recognition of themselves as partners in the educational process	3.432	3.407

*Using a four-point scale from 1 (Strongly Disgree) to 4 (Strongly Agree).

TABLE 21

RANK ORDER OF PARENT INVOLVEMENT GOALS WITH WHICH TEACHERS MOST STRONGLY AGREE

Rank	Item	Goals	Means
1.	(7)	To improve children's self-esteem and academic achievement	3.61
2.	(6)	To maintain open communications with parents through a variety of methods	3.44
3.	(12)	To increase parents' recognition of themselves as partners in the educational process	3.41
4.	(5)	To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals	3.39

TABLE 22

RANK ORDER OF PARENT INVOLVEMENT GOALS WITH WHICH TEACHERS LEAST AGREE

Rank	Item	Goals	Means
1.	(8)	To have parents help with the evaluation of school programs	2.78
2.	(9)	To have parents become part of planning, implementation, and support of school programs	2.78
3.	(1)	To encourage and provide for continuous growth of parent involvement	3.20
4.	(3)	To develop with school staff ways of involving more parents in the schools	3.21

2. Breakdown of Item Responses by Demographic Variables

For each part of the questionnaire, items which elicited the greatest variation in response were broken down by 6 demographic variables to see if the variation might be due to differences among subgroups in the sample. Analysis of variance was used to compare responses of subgroups who differed in terms of gender, educational level, ethnic background, years of experience teaching, grade level being taught, city size, size of school, and state of residence. This analysis identified items on which there were significant differences among subgroups, and it provided information about the magnitude of these differences. A significance level of $p = .001$ was used to identify significant differences, and the eta statistic was used as an estimate of the amount of variance which could be accounted for by the difference. Differences in demographic characteristics seemed to account for some variation in responses to the items, but in no instance did these differences account for more than 8% of the variance (eta^2 = .08).

Of the seven demographic variables used in this analysis, only four were shown to have any relationship to variation in responses to items. As shown in Table 23, ethnic background was significantly related to variation in response on 16 items in the survey, but the amount of variance which could be accounted for by ethnic differences was between 2.2% and 7.1% (eta^2 = .022 to .071). These figures suggest that ethnic background may influence response to these 16 items, but that the influence is not very strong, and may be moderated by the effects of other variables.

TABLE 23
ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO ETHNIC BACKGROUND
($p \leq .001$)

Item	Estimated Variance Accounted for (eta^2)
Part I - Opinion 4. Teachers must take the initiative to get parents involved in education	.030
Part II - Opinion 10. More parents need to be included on curriculum development committees	.034
Part III - Decision 1. Grouping children for instruction	.051
Part III - Decision 3. Choosing classroom discipline methods	.071
Part III - Decision 4. Evaluating pupil performance	.023
Part III - Decision 18. Setting school discipline guidelines	.040
Part IV - Experience 4. Conducting home visits with parents	.061
Part IV - Experience 6. Conducting parent conferences	.031
Part V - Role 6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals)	.024
Part V - Role 7. Advocate (i.e., activist role regarding school policies and community issues)	.032
Part VI - Activity 6. Preparing and disseminating parent newsletter	.037
Part VI - Activity 8. Conducting school public relations activities in the community	.036
Part VI - Activity 9. Identifying community resources for the school	.051
Part VI - Activity 13. Assisting in school resource areas, playgrounds, and health facilities	.022
Part VII - Goal 3. To develop with school staff ways of involving more parents in the schools	.024
Part VII - Goal 9. To have parents become part of planning, implementation, and support of school programs	.023

Similar results were found with regard to the variables of city size (see Table 24), grade level being taught (see Table 25), and years of teaching experience (see Table 26). In each case, there were several items for which there seemed to be differences among the subgroups, but these differences never accounted for more than 5% of the variance for any item.

3. Item Responses by Domain

The questionnaire was constructed to tap issues in 5 major domains related to parent involvemement. Items were generated for various parts of the instrument to tap issues in each domain. In analyzing the data, the mean response to these items were examined by domains to describe teachers' feelings about each of these issues. The 5 domains are:

Domain I - Parent Involvement in Home Learning
Domain II - Teacher Training for Parent Involvement
Domain III - Parent Involvement in School Decision Making
Domain IV - Parent Involvement in Supporting School Programs
Domain V - Attitudes Toward Parent Involvement

a. Domain I - Items which dealt with parent involvement in home learning are shown in Table 27. Five of these items are statements with which teachers either agree or disagree. Using the 4-point disagree-agree scale, teachers indicated they agreed most strongly with the statements that parents should make sure their children do their homework ($\bar{x}$=3.47) and that teachers need to provide parents with ideas about helping with children's school work at home ($\bar{x}$=3.37). Of these

TABLE 24
ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO CITY SIZE
($p \leq .001$)

Item	Estimated Variance Accounted for (eta^2)
Part VI - Activity 6. Preparing and disseminating parent newsletter	.047
Part VI - Activity 7. Holding fund-raisers to support school needs	.057
Part VI - Activity 9. Identifying community resources for the school	.034
Part VI - Activity 10. Holding social functions at the school (coffees, luncheons, potluck suppers, etc.)	.051

TABLE 25
ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO GRADE LEVEL BEING TAUGHT
($p \leq .001$)

Item	Estimated Variance Accounted for (eta^2)
Part I - Opinion 4. Teachers must take the initiative to get parents involved in education.....	.027
Part I - Opinion 8. Teachers have enough to do without also having to work with parents............	.033

TABLE 26
ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO YEARS OF TEACHING EXPERIENCE
($p \leq .001$)

Item	Estimated Variance Accounted for (eta^2)
Part II - Opinion 9. Parent participation in all school related matters needs to be increased........	.040
Part IV - Experience 4. Conducting home visits with parents..	.029
Part VI - Activity 7. Holding fund-raisers to support school needs................................	.036
Part VI - Activity 8. Conducting school public school relations activities in the community........	.028
Part VI - Activity 9. Identifying community resources for the school.............................	.034

TABLE 27
TEACHERS' RESPONSES TO ITEMS IN DOMAIN I
PARENT INVOLVEMENT IN HOME LEARING

Item	Mean Response
PART I - Opinions	
1. Teachers need to provide parents with ideas about helping with children's school work at home	3.37
PART II - Opinions	
11. Parents should help children do their homework	2.80
14. Parents need to make sure that children do their homework	3.47
19. More parents would help children at home if they knew what to do	2.82
22. Parents do more harm than good by helping their children with homework	1.99
PART V - Roles	
4. Home tutor for children (i.e., helping children at home master school work)	3.86
PART VI - Activities	
2. Assisting children with school assignments at home	3.24
5. Participating in activities to prepare parents for home tutoring of their children	1.89
11. Tutoring students at home	2.29

items, teachers disagreed most with the statement that parents do more harm than good by helping their children with homework ($\bar{x}$=1.99). In Part V there was a single item which asked teachers to assess the importance of having parents involved in the role of home tutor for their children. Respondents indicated their view that this role was important by giving it a mean rating of 3.86 on a 5-point scale. In addition there were 3 items in Part VI. Two of these items asked whether assisting children with homework or tutoring them at home were typical activities in respondents' schools. Their responses indicated that assisting children with school assignments at home was most typical ($\bar{x}$=3.24), while actually tutoring them at home was much less typical ($\bar{x}$=2.29). The last item related to parent involvement and home learning asked teachers whether or not it was typical for parents in their schools to participate in activities to prepare them for home tutoring of their children. The mean rating of 1.89 on a 5-point scale suggests that this type of activity is generally atypical of parent involvement activities.

b. Domain II - Items in this domain generally asked teachers about the value of training teachers to work with parents and asked them to identify training experiences which they felt would be most helpful in that area of training (see Table 28).

Of the 3 items which asked about the value of training teachers to work with parents, teachers agreed most strongly that a course in working with parents should be required for undergraduates in education ($\bar{x}$=2.98), and they also agreed that there needs to be an elective course for undergraduates about involving parents ($\bar{x}$=2.83). In addition,

TABLE 28
TEACHERS' RESPONSES TO ITEMS IN DOMAIN II
TEACHER TRAINING FOR PARENT INVOLVEMENT

Item	Mean Response
PART I - Opinions	
3. A course in working with parents should be required for undergraduates in elementary education.............	2.98
5. There needs to be an elective course about involving parents for undergraduates in teacher training..........	2.83
11. Teachers do not need training to prepare them for working with parents....................................	1.92

PART IV - Experiences	% Yes	Frequency of Response
1. Being involved in parent organizations...........	31.7	278
2. Working with parent volunteers..................	28.4	250
3. Participating in parent-teacher conferences......	45.3	399
4. Conducting home visits with parents.............	22.6	198
5. Participating in role playing or other such activities related to parent involvement.......	32.6	286
6. Conducting parent conferences.................	29.1	256
7. Talking with inservice teachers about ways to work with parents.........................	48.6	424
8. Preparing written family histories of children..................................	30.5	266
9. Talking with parents about ways to work with teachers...............................	23.7	207
10. Evaluating available materials about parenting.................................	25.7	224
11. Being involved in school activities with parents...................................	46.7	409
12. Assisting a principal in planning parent involvement activities.......................	18.3	160
13. Participating in principal-teacher-parent conferences concerning students...............	30.9	270
14. Reading assigned parent involvement materials as part of a formal course....................	24.9	216

They *disagreed* with the statement that teachers do not need training to prepare them for working with parents ($\bar{x}$=1.92). Teachers' responses to the items which asked about training experiences are summarized in the discussion of Part IV results.

c. *Domain III* - Items in this domain were developed to measure teachers attitudes toward having parents involved in the administrative or curriculum decisions of the schools (see Table 29). Although teachers *agreed* that more parents need to be included on curriculum development committees ($\bar{x}$=2.53), they *disagreed* that parents should have the final word in educational decisions affecting their children, and they disagreed with the idea of having parents evaluate either teachers ($\bar{x}$=1.97) or principals ($\bar{x}$=2.01). However, they also *disagreed* with the statement that parents already have too much input into decisions which are the concern of school staff ($\bar{x}$=2.10).

Even though parents are not seen as having too much input into school decisions, teachers' negative response to Role 3 (parents as decision makers) indicates that they do not see this type of parent involvement as particularly important ($\bar{x}$=2.41).

Of the school decisions included in this domain, teachers rated parent involvement in deciding whether family problems were affecting school performance as the *most useful* ($\bar{x}$=3.88), and in deciding whether to place children in Special Education as the next *most useful* ($\bar{x}$=3.20), but this rating was barely above the mid-point of the 5-point scale. Of school decisions, those in which parent involvement was seen as *least useful* included hiring/firing school staff ($\bar{x}$=1.51), evaluating teacher performance ($\bar{x}$=1.95) and selecting teaching methods ($\bar{x}$=1.98). Responses

TABLE 29
TEACHERS' RESPONSES TO ITEMS IN DOMAIN III PARENT INVOLVEMENT IN SCHOOL DECISION MAKING

Item	Mean Response
Administrative Decisions	
PARTS I & II - Opinions	
Parents have too much input into decisions that are the concern of school staff	2.10
Principals should be evaluated by parents	2.01
Parents should have the final word in educational decisions affecting their children	1.98
Teacher evaluation by parents is a good idea	1.97
PART III - Decisions	
Setting school discipline guidelines	2.76
Formulating desegregation/integration plans	2.74
Deciding priorities for the school budget	2.26
Setting promotion and retention standards of students	2.18
Evaluating teacher performance	1.95
Hiring/firing of school staff	1.51
PART V - Roles	
Decision maker (i.e., partners in school planning, curriculum or administrative decisions	2.41
PART VI - Activities	
Identifying needs and problem areas of the school	2.57
Participating in school budget planning	1.55
Participating in evaluation of school staff	1.32
Participation in decisions about hiring/firing of school staff	1.21
PART VII - Goals	
To have parents become part of planning, implementation, and support of school programs	2.78

TABLE 29 (cont'd)

Item	Mean Response
Curriculum and Instruction Decisions	
PART II - Opinions	
More parents need to be included on curriculum development committees	2.53
PART III - Decisions	
Deciding if family problems are affecting school performance	3.88
Placing children in Special Education	3.20
Providing sex role instruction and sex education	2.99
Choosing classroom discipline methods	2.81
Amount of homework assigned	2.65
Emphasizing affecting skills rather than cognitive skills	2.43
Emphasizing multicultural/bilingual education	2.37
Selecting textbooks and other learning materials	2.35
Evaluating pupil performance	2.34
Grouping of children for instruction	2.33
Setting guidelines for grading students	2.08
Curriculum emphasis on the arts rather than basic skills	2.04
Selecting teaching methods	1.98
PART VI - Activities	
Participation in evaluation of school programs and instruction	1.62
Assisting in establishment of school's educational goals	1.59
Participating in curriculum development	1.49
Setting goals with teachers for classroom learning	1.48
Participation in evaluation of students	1.40

to the other school decisions were all between 2.0 and 3.0 which suggests that respondents saw parent involvement in these decisions as not very useful.

Of the 9 parent involvement activities which describe some participation in school decision making, not a single one was described by teachers as even somewhat typical of parent involvement in their schools. On a 5-point scale where 1=Not Typical and 5=Very Typical, the ratings for these items ranged from 1.21 to 2.13.

The goal which was originally identified as part of this domain (Goal 9) received a rating of 2.78 on the 4-point scale, indicating there was general agreement with this goal. However, this response should be interpreted in light of the fact that the average rating for all items in Part VII was 3.23, and Goal 9 received the next to lowest rating for these items.

d. Domain IV - The items in this domain relate to various aspects of parent involvement in supporting school programs (see Table 30). Teachers indicated that having parents in the roles of audience for school activities and school program supporter were very important by giving them ratings of 4.24 and 4.21 respectively on a scale where 1 = Not Important and 5 = Very Important.

When teachers were asked to indicate which activities were most typical of parent involvement efforts in their schools, they identified attending open house at school ($\bar{x}$=3.73), chaperoning field trips and parties ($\bar{x}$=3.71) and holding fund-raisers to support school needs ($\bar{x}$=3.62) as the most typical ways in which parents were involved in school support. The least typical activities of this type included providing clerical assistance to teachers ($\bar{x}$=1.83), assisting in school

TABLE 30
TEACHERS' RESPONSES TO ITEMS IN DOMAIN IV PARENT INVOLVEMENT IN SUPPORTING SCHOOL PROGRAMS

Items	Mean Response
PART V - Roles	
2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.)	4.21
5. Audience for school activities (e.g., attending special performances, etc.)	4.24
PART VI - Activities	
4. Attending open house or "follow-your-children's schedule" activities	3.73
6. Preparing and disseminating parent newsletter	2.12
7. Holding fund-raisers to support school needs	3.6[illegible]
8. Conducting school public relations activities in the community	2.62
9. Identifying community resources for the school	2.57
10. Holding social functions at the school (coffees, luncheons, potluck suppers, etc.)	2.60
12. Assisting teachers with classroom learning activities	2.10
13. Assisting in school resource areas, playgrounds, and health facilities	2.08
14. Chaperoning for school field trips, picnics, parties, etc	3.71
15. Helping with the improvement of school facilities and the classroom learning environment	2.49
16. Providing clerical assistance to teachers	1.83
PART VII - Goals	
10. To increase parents' commitment to the success of the school	3.26
11. To develop ways for parents to help improve the learning climate and school program richness	3.22

resource areas ($\bar{x}=2.08$) and assisting teachers with classroom learning activities ($\bar{x}=2.10$).

The two goal items which related to this domain both received high ratings from teachers, indicating their support for parent involvement to increase parents' commitment to the success of the school ($\bar{x}=3.26$) and for parent involvement to develop ways for parents to help improve the learning climate and school program ($\bar{x}=3.22$).

e. Domain V - The items in this domain tapped a number of different attitudes toward parent involvement. Within this domain there were 5 subgroups of items, the first of which deals with teachers' attitudes toward working with parents (see Table 31). In general, teachers in this survey agreed strongly that teachers are having to take on many of the responsibilities parents used to assume ($\bar{x}=3.49$) and they agreed to a lesser extent that most parents were cooperative ($\bar{x}=2.90$) and that many teachers are uncomfortable working with parents ($\bar{x}=2.85$). However, they indicated disagreement with the statement that teachers have enough to do without also having to work with parents ($\bar{x}=2.01$).

The second subgroup of items in this domain deals with attitudes about parents' competence for parent involvement (see Table 32). They indicated moderate disagreement with statements that most parents know what is best for their school-age children ($\bar{x}=2.22$), and that most parents would rather be involved with arts than basic skills ($\bar{x}=2.47$). They agreed slightly that parents could make rational decisions about their children when given adequate information ($\bar{x}=2.87$) but they also agreed that most parents do not have adequate training to take part in school decisions ($\bar{x}=2.66$) and that most parents are not able to teach their children basic skills ($\bar{x}=2.60$). Responses to these items were

TABLE 31
TEACHERS' RESPONSES TO ITEMS IN DOMAIN V
ATTITUDES TOWARD PARENT INVOLVEMENT

Item	Mean Response
Topic: Working with Parents	
PARTS I & II - Opinions	
Teachers are having to take on many of the responsibilities that parents used to assume	3.49
Many teachers are uncomfortable working with parents	2.85
Most parents are cooperative with teachers	2.90
Teachers have enough to do without also having to work with parents	2.01

TABLE 32

Item	Mean Response
Topic: Competence of Parents	
PART II - Opinions	
Parents can make rational decisions about their children when given adequate information	2.87
Most parents would rather be involved with children's arts and crafts than with basic skills	2.47
Most parents do not have the necessary training to take part in making school decisions	2.66
Most parents are not able to teach their children basic skills	2.60
Most parents know what is best for their school-age children	2.22

close to the mid-point of the scale, suggesting that they neither agreed nor disagreed very strongly with any of these statements.

The third subgroup of items deals with placing *responsibility for parent involvement* (see Table 33). Responses to these 4 items indicated that teachers agreed most strongly that principals should provide teachers with guidelines for parent involvement ($\bar{x}$=3.37), but they also agreed that teachers must take the initiative to get parents involved ($\bar{x}$=2.90), that parent should give principals ideas about ways they can become involved ($\bar{x}$=2.86) and there was less agreement that parent involvement should be the responsibility of parents ($\bar{x}$=2.70).

The fourth subgroup of items is concerned with teachers' attitudes toward *parents as partners* in the education of their children (see Table 34). Teachers *agreed* most strongly that is is difficult to get low income familes involved ($\bar{x}$=3.13) or to get working parents involved ($\bar{x}$=3.02). However, they also *agreed* that parent participation in all school matters should be increased ($\bar{x}$=2.93). When teachers were asked whether or not it was important to have parents participating in activities where they learn about education with teachers, the mean response was 3.65 on a scale where 1 = Not Important and 5 = Very Important. Their responses about various parent-teacher activities indicate that the *least typical* activities in their schools are those in which parents attend parent-teacher educational meetings away from school ($\bar{x}$=1.92). The most typical activity in which parents and teacher are partners in the educational process is the parent-teacher conference concerning a child's progress ($\bar{x}$=3.61).

The last subgroup of items in this domain concern teachers' perceptions of the value of parent involvement (see Table 35). Teachers

TABLE 33
TEACHERS' RESPONSES TO ITEMS IN DOMAIN V
ATTITUDES TOWARD PARENT INVOLVEMENT

Item	Mean Response
Topic: Responsibility for Parent Involvement	
PARTS I & II - Opinions	
Principals need to provide teachers with guidelines about parent involvement	3.17
Teachers must take the initiative to get parents involved in education	2.90
Parents need to provide principals with ideas about how they can become involved in school	2.86
Principals should be responsible for parents taking a more active role in the schools	2.69
Parent involvement in schools should be the responsibility of parents	2.70

TABLE 34
TEACHERS' RESPONSES TO ITEMS IN DOMAIN V ATTITUDES TOWARD PARENT INVOLVEMENT

Item	Mean Response
Topic: Parents as Partners	
PART II - Opinions	
It is difficult to get low income families involved in their children's schools	3.13
It is difficult to get working parents involved in the school	3.02
Parent participation in all school related matters needs to be increased	2.93
Most parents want more information sent home about classroom instruction	2.69
Most parents are not able to accept negative feedback about their children from teachers	2.76
Most parents are comfortable when they come to the school	2.35
Involving middle and upper income parents in the school is easy	2.39
Most parents are unwilling to spend time on their children's education	2.46
PART V - Roles	
Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals)	3.65
PART VI - Activities	
Attending parent-teacher conferences about children's progress	3.61
Participating in parent-teacher inservice activities at school	1.92
Attending parent-teacher educational meetings or conferences away from school	1.81
PART VII - Goals	
To increase parents' recognition of themselves as partners in the educational process	3.41

TABLE 35
TEACHERS' RESPONSES TO ITEMS IN DOMAIN V
ATTITUDES TOWARD PARENT INVOLVEMENT

Item	Mean Response
Topic: Parent Involvement's Value	
PART VII - Goals	
To improve children's self-esteem and academic achievement	3.61
To maintain open communications with parents through a variety of methods	3.44
To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members)	3.36
To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals	3.39
To increase parent, student, and school staff expectations and school success	3.27
To develop with school staff ways of involving more parents in the schools	3.21
To encourage and provide for continuous growth of parent involvement	3.20
To have parents help with the evaluation of school programs	2.78

strongly disagreed with the statement that parent involvement has little effect on pupil success ($\bar{x}$=1.64). The other items in this subgroup are goals for parent involvement listed in Part VII of the questionnaire. Responses to these items suggest that teachers most strongly agree with parent involvement as a way to improve children's self-esteem and academic achievement ($\bar{x}$=3.61), a way to maintain open communications with parents ($\bar{x}$=3.44), and a way to allow parents to share their talent, time, and energy in ways that fulfill them (3.39). They most disagreed that the goal of parent involvement was to have parents help with the evaluation of school programs ($\bar{x}$=2.64).

Factor Analysis of Parts I - VII of the Questionnaire

Each part of the questionnaire was factor analyzed separately to identify patterns among the items. By selecting only those factors with an eigenvalue of greater than 1.0, 14 factors were identified in the 7 parts of the questionnaire. Next, the items with a factor loading of .40 or greater were listed for each factor and individual responses to those items were used to compute a summated score for each factor. These factor scores were then used to create a 14 x 14 correlation matrix to examine the relationships between the various factors. In creating this correlation matrix, cases with missing data were removed from the computation by selecting a listwise deletion option which reduced the number of cases to 858.

For Part I, two factors were identified. Items loading of Factor 1 are shown in Table 36, and they seem to deal with teachers' needs for both training and administrative guidance in the area of parent involvement. The factor score of 2.97 indicates general agreement with the items making up this factor. In contrast, Factor 2 consisted of only 2

TABLE 36
PART I - OPINIONS
FACTOR 1 - TEACHERS NEED TRAINING AND ADMINISTRATIVE SUPPORT FOR PARENT INVOLVEMENT
($\overline{X} = 2.97$)

Items Loading on Factor 1

2. Principals need to provide teachers with guidelines about parent involvement.

3. A course in working with parents should be required for undergraduates in elementary education.

4. Teachers must take the initiative to get parents involved in education.

5. There needs to be an elective course about involving parents for undergraduates in teacher training.

Negative Loading Item

11. Teachers do not need training to prepare them for working with parents.

TABLE 37
PART I - OPINIONS
FACTOR 2 - SCHOOL STAFF SHOULD NOT BE EVALUATED BY PARENTS
($\overline{X} = 1.96$)

Items Loading on Factor 2

12. Principals should be evaluated by parents.

13. Teacher evaluation by parents is a good idea.

items which state that parents should evaluate both teachers and principals (see Table 37). The factor score of 1.96 indicates that teachers generally disagreed with these items.

In part II, two more factors were identified. The first factor included 4 items which express the idea that parents should be more involved in school decisions (see Table 38). Respondents' average response on this factor was 2.74, indicating general agreement. The second factor in Part II consisted of items which describe reasons why parent involvement does not work (see Table 39). The factor score of 2.97 indicates teachers agreed with these items as well.

In Part III, 3 factors were identified, but they consisted of a large number of items and some of these loaded on all 3 of the factors (see Tables 40, 41, and 42). For Factors 1 and 2, the mean scores were 2.34 and 2.57 indicating that respondents saw parent involvement in these decisions as only moderately useful. Factor 3 seemed to consist of decisions which clearly require a greater level of professional experience, and the factor score of 1.94 indicates that respondents saw parent involvement in these school decisions as not very useful.

Part IV consisted of a list of 14 training experiences and teachers were asked to indicate which ones were part of their own undergraduate teacher training. A single factor emerged which included 10 items (see Table 43). These items described the training experiences which tended to be more practical and applied rather than abstract or academic. The factor score of 1.69 is not particularly meaningful as it is derived from coding negative responses as 1 and positive responses as 2.

Part V of the questionnaire, which asked teachers about the relative importance of having parents in each of 7 specific roles,

TABLE 38
PART II - OPINIONS
FACTOR 1 - PARENTS SHOULD BE MORE INVOLVED IN SCHOOLS
($\overline{X} = 2.74$)

Items Loading on Factor 1

2. Parents need to provide principals with ideas about how they can become involved in school.

9. Parent participation in all school related matters needs to be increased.

10. More parents need to be included on curriculum development committees.

Negative Loading Item

16. Parents have too much input into decisions that are the concern of school staff.

TABLE 39
PART II - OPINIONS
FACTOR 2 - BARRIERS TO PARENT INVOLVEMENT
($\overline{X} = 2.97$)

12. Most parents do not have the necessary training to take part in making school decisions.

13. It is difficult to get low income families involved in their children's schools.

15. It is difficult to get working parents involved in the school.

TABLE 40
PART III - DECISIONS
FACTOR 1 - DECISIONS RELATED TO THE CLASSROOM TEACHER
($\overline{X}$ = 2.34)

1. Grouping children for instruction.
2. Amount of homework assigned.
3. Choosing classroom discipline methods.
4. Evaluating pupil performance.
5. Selecting teaching methods.
6. Selecting textbooks and other learning materials.
7. Emphasizing affective skills rather than cognitive skills.
14. Setting promotion and retention standards for students.
18. Setting school discipline guidelines.
20. Setting guidelines for grading students.

TABLE 41
PART III - DECISIONS
FACTOR 2 - DECISIONS RELATED TO GENERAL SCHOOL POLICIES
($\overline{X}$ = 2.57)

3. Choosing classroom discipline methods.
12. Deciding priorities for the school budget.
13. Emphasizing multicultural/bilingual education.
14. Setting promotion and retention standards for students.
15. Formulating desegregation/integration plans.
17. Deciding if family problems are affecting school performance.
18. Setting school discipline guidelines.
19. Providing sex role instruction and sex education.

TABLE 42
PART III - DECISIONS
FACTOR 3 - DECISIONS REQUIRING MORE PROFESSIONAL EXPERIENCE
$(\overline{X} = 1.94)$

5. Selecting teaching methods.

6. Selecting textbooks and other learning materials.

10. Hiring/firing of school staff.

11. Evaluating teacher performance.

12. Deciding priorities for the school budget.

14. Setting promotion and retention standards for students.

16. Making assignments of teachers within a school.

20. Setting guidelines for grading students.

TABLE 43
PART IV - TRAINING EXPERIENCES
FACTOR 1 - EXPERIENCES WHICH TEND TO BE PRACTICAL AND APPLIED RATHER THAN THEORETICAL OR ACADEMIC
($\overline{X} = 1.69$)

1. Being involved in parent organizations.

2. Working with parent volunteers.

3. Participating in parent-teacher conferences.

4. Conducting home visits with parents.

5. Participating in role playing or other such activities related to parent involvement.

6. Conducting parent conferences.

9. Talking with parents about ways to work with teachers.

11. Being involved in school social activities with parents.

12. Assisting a principal in planning parent involvement activities.

13. Participating in principal-teacher-parent conferences concerning students.

yielded two distinct factors. The first factor consisted of 3 roles, each of which would require that educators share some of their power or status in the schools with parents (see Table 44). The factor score of 3.00 indicates that teachers saw parent involvement in these roles as only moderately important. The second factor also consisted of 3 roles, but these roles seemed to be those which mostly depend upon the parents cooperating with the wishes of school personnel (see Table 45). This second factor had an average score of 4.10, indicating that teachers see parent involvement in these particular roles as very important.

In Part VI teachers were asked to indicate which parent involvement activities could be described as typical in their schools. Factor 1 consisted of 10 activities which are generally restricted to professional educators (see Table 46). The factor score of 1.55 indicates that parents are not typically involved in these activities in respondents' schools. Factor 2 consisted of 9 activities (see Table 47) which are not generally restricted to professional educators, but the relatively low factor score of 2.05 suggests that even these parent involvement activities are not very typical in respondents' schools.

Two factors also emerged from the items in Part VII. The first of these consisted of 10 items which described broad, abstract goals for parent involvement (see Table 48). The factor score for the first factor was 3.36 on a 4-point scale, indicating a high level of agreement by teachers with these goals. The second factor shown in Table 49 consisted of only 2 goals, each of which suggested that parents could be involved with the planning, implementation or evaluation of school programs. The factor score of 2.74 indicates somewhat less agreement by teachers with these goals.

TABLE 44
PART V - ROLES
FACTOR 1 - ROLES WHICH REQUIRE SHARING POWER WITH PARENTS IN THE SCHOOLS
($\overline{X}$ = 3.00)

3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions).

6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals).

7. Advocate, (i.e., activist role regarding school policies and community issues).

TABLE 45
PART V - ROLES
FACTOR 2 - ROLES WHICH MOSTLY DEPEND UPON COOPERATION BY PARENTS
($\overline{X}$ = 4.10)

2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).

4. Home tutor for children (i.e., helping children at home to master school work).

5. Audience for school activities, (e.g., attending special performances, etc.).

TABLE 46
PART VI - ACTIVITIES
FACTOR 1 - ACTIVITIES WHICH ARE GENERALLY RESTRICTED TO PROFESSIONAL EDUCATORS
($\overline{X}$ = 1.55)

1. Setting goals with teachers for classroom learning.
19. Participation in school budget planning.
20. Participating in curriculum development and review.
21. Assisting in establishment of school's educational goals.
22. Participation in evaluation of school programs and instruction.
23. Participation in evaluation of school staff.
24. Participation in evaluation of students.
25. Participation in decisions about hiring/firing of school staff.
26. Identifying needs and problem areas of the school.
27. Initiating policy changes for the school or school district.

TABLE 47
PART VI - ACTIVITIES
FACTOR 1 - ACTIVITIES WHICH ARE NOT GENERALLY RESTRICTED TO PROFESSIONAL EDUCATORS
($\overline{X}$ = 2.05)

5. Participating in activities to prepare parents for home tutoring of their children.
6. Preparing and disseminating parent newsletter.
8. Conducting school public relations activities in the community.
9. Identifying community resources for the school.
12. Assisting teachers with classroom learning activities.
13. Assisting in school resource areas, playgrounds, and health facilities.
16. Providing clerical assistance to teachers.
17. Participating in parent-teacher inservice activities at school.
18. Attending parent-teacher educational meetings or conferences away from school.

TABLE 48
PART VII - GOALS
FACTOR 1 - BROAD, ABSTRACT GOALS FOR PARENT INVOLVEMENT
($\overline{X}$ = 3.36)

1. To encourage and provide for continuous growth of parent involvement.

2. To increase parent, student, and school staff expectations and school success.

3. To develop with school staff ways of involving more parents in the schools.

4. To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members).

5. To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals.

6. To maintain open communications with parents through a variety of methods.

7. To improve children's self-esteem and academic achievement.

10. To increase parents' commitment to the success of the school.

11. To develop ways for parents to help improve the learning climate and school program richness.

12. To increase parents' recognition of themselves as partners in the educational process.

TABLE 49
PART VII - GOALS
FACTOR 2 - GOALS WHICH IMPLY PARENT INVOLVEMENT WITH SCHOOL ADMINISTRATION
($\overline{X}$ = 2.74)

8. To have parents help with the evaluation of school programs.

9. To have parents become part of planning, implementation, and support of school programs.

In the correlation matrix based upon the 14 factors, several interesting patterns emerged which described relationships between the factors. First the factor consisting of reasons why parent involvement does not work (Part II, Factor 2) showed a significant, negative correlation with 9 of the other 13 factors (p=.001, r=-.133 to -.197). Although these correlation coefficients are small, they indicate a consistent relationship among these factors.

In Part III, the 3 factors which were difficult to distinguish because many items loaded on more than one factor showed a strong, positive correlation with each other (p=.001, r=.785 to .882). These 3 factors describing school decisions were also found to have significant positive correlations with Factor 1 in Part V (Roles).

Factor 1 in Part V showed a significant, positive correlation with 11 of the other 13 factors, and a correlation of greater than .400 with each of the 3 factors in Part III (School Decisions) and the 2 factors in Part VII (Goals).

In Part VI, factor 1 showed a significant positive correlation with Factor 2 (p=.001, r=.625). In Part VII there was also a significant positive correlation between factors 1 and 2 (p=.001, r=.562). However, Factor 2 also showed significant positive correlations with 10 of the other 13 factors, including a correlation of .524 with Factor 1 of Part V (Roles).

D. DISCUSSION AND CONCLUSIONS

In order to set up guidelines for parent involvement training, this study was designed to elicit teachers' attitudes toward specific aspects of parent involvement, to get descriptions of current practices or

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activities involving parents in the schools and to get recommendations from teachers in the schools about methods used to train new teachers for parent involvment.

Teachers were asked to respond to four major types of parent involvement, each of which makes a contribution to schools, and each of which seems to require different skills from parents.

The first type of parent involvement could be described as parent involvement in support of school activities. In this traditional type of parent involvement, parents support the school by attending school social functions, by supervising children on an outing, or by participating in fund raising activities. For this type of involvement, parents need to have the social skills for gaining the cooperation of children and other parents. Parents who participate in this way serve to complement school personnel and enhance the school as a community effort.

The teachers in this survey clearly support this type of parent involvement. Their responses indicated that activities of this sort which involved parents were fairly typical in the schools. They also agreed with parent involvement goals which focused on increasing parents' commitment to the success of the school and on improving the richness of school programs. In evaluating parent involvement roles, they gave school support roles the highest ratings, indicating their preference for this type of parent involvement.

The second type of parent involvement could be described as parent involvement in home learning. This could include having parents make sure homework is completed, or assisting their children with homework or even tutoring their children when there are no homework assignments.

For this type of involvement, parents must have some behavior management strategies as well as some academic skills to be effective. Parents who are able to participate in this way can reinforce the academic instruction which takes place at school and may even contribute to their child's academic success in ways which can be measured.

Teachers responding to the survey expressed strong support for this type of parent involvement. They agreed that parents should make sure homework is done and that teachers should give parents ideas about helping children with schoolwork at home. They agreed it was important to have parents in the role of "home tutor," but they indicated that actual tutoring was much less typical than simply helping children with school assignments at home. Also, they agreed that teachers should give parents ideas about ways to help with homework, but they indicated that it was atypical for teachers in their school to participate in any activities designed to prepare parents for home tutoring their own children.

In summary, teachers support the idea of parents helping their children with school assignments, but they feel teachers should provide them with some ideas about how to do it. However, current practices in their schools do not usually include activities which put teachers and parents together for this purpose.

A third way parents could be involved in schools could be described as parent involvement in curriculum and instruction. This type of parent involvement could include parents participating in indivivdual educational plans, helping to select textbooks or other instructional materials, selecting teaching methods, assisting in the classroom, and setting standards for academic performance and student behavior. For this type of involvement, parents might need a strong educational background if not some degree of training as professional educators to be most effective.

Although this type of parent involvement could potentially reduce the work load of teachers in the schools, there are two problems which counteract its potential. First of all, most parents do not have the training in education or the time to devote to this enterprise. Second, professional educators may see parent involvement in curriculum and instruction as unwanted interference with their professional responsibilities. So this type of parent involvement might be seen by teachers as a blessing or a curse.

Teachers in this survey were generally unenthusiastic about this type of parent involvememt. They agreed that parents should be involved in deciding whether family problems might be affecting school performance and in deciding whether to place their child in Special Education. There was no consensus about whether parents had adequate training to participate in school decisions. However, teachers generally indicated that this type of parent involvement was both unimportant and atypical in their schools. They placed little value on having parents involved in decisions related to curriculum or classroom instruction. These results suggest that this type of parent involvement is not seen as useful by most elementary school teachers.

The fourth type of parent involvement could be described as parent involvement in school governance. This would include any activities where parents participated in decisions about school policy or administration. In order to be most effective in this role, parents should probably have a strong educational background together with significant experiences in management or educational administration.

The problems with this type of parent involvement are similar to those of the previous type: very few parents have both the professional skills and the time to devote to this type of parent involvement and professional administrators could see it as an encroachment on their professional duties.

The teachers in this survey gave this type of parent involvement the lowest marks. They indicated that having parents participate in decisions such as planning, budgeting and staffing for the schools was very atypical. In addition they indicated that parent involvement in such decisions would not be very useful. They gave the lowest rating to having parents involved as decision makers in the schools. Clearly, this is not the type of parent involvement they were thinking of when they agreed that "parent participation in all school related matters needs to be increased," or that "parent involvement should be a right of parents."

In summary, elementary school teachers in this survey support the types of parent involvement where parents contribute their time for social or fund raising events and the type where parents assist their children in learning at home. In contrast, these teachers do not support the idea of having parents involved in either curriculum and instruction decisions or in decisions related to school governance.

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E. RECOMMENDATIONS

In terms of teacher training, these results suggest that parent involvement training should concentrate upon (1) training teachers to enlist parent cooperation and (2) training teachers to teach parents about working with their children. There is a consensus among teachers surveyed that prospective teachers should be trained to work with parents and there is some agreement about the competencies such training should address. Specific competencies which would be supported by teachers in the schools might include:

1. The ability to understand and overcome the barriers to open communication between parents and teachers;
2. The ability to engage in one to one communication with parents in a variety of settings, so that the judgmental nature of the experience is minimized and the parent's sense of competence is maximized;
3. The ability to interpret various educational and institutional practices to parents of diverse socioeconomic or cultural backgrounds; and
4. The ability to define and explain specific meaningful tasks for parents in their roles as either educators of their own children or as school resources.

Although teachers were not specifically asked how they might train prospective teachers in these competencies, they were asked to recommend training experiences which might be most helpful in helping new teachers learn to work with parents. The training experiences most recommended were:

1. Participating in parent-teacher conferences;
2. Talking with inservice teachers about ways to work with parents; and
3. Participating in principal-teacher-parent conferences concerning students.

The results of this study indicate that teachers in the field support what Gordon (1978) referred to as the "Family Impact Model" of parent involvement rather than the "School Impact Model" or the "Community Impact Model." In this model, teachers basically retain their traditional role as classroom instructors, but they expand it somewhat to include the parents of children in their classrooms. In this model or parent involvement, the primary task is for teachers to help parents take on more responsibilities and learn more skills related to helping their own children learn.

The implication which can be drawn from their support of this mode is that prospective teachers could be taught the competencies associated with this model without encountering opposition from those in the profession who are currently practicing in the schools.

In contrast, if prospective teachers were taught competencies which related to involving parents in school decisions, their training is likely to be opposed both by current practices in the schools and by the attitudes of their teaching colleagues. In short, there does not seem to be adequate support for these types of parent involvement from elementary school teachers.

If the goal of teacher training is to prepare prospective teachers for the responsibilities they will face in the schools, then parent involvement training should initially concentrate on training teachers to involve parents as school supporters and as home tutors. Perhaps when these parent involvement roles are more widely implemented there will be broader support in the teaching profession for involving parents in making school decisions.

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AREA FOCUS TWO

AREA FOCUS TWO: PARENT EDUCATION BASED ON PARENT MODELS OF CHILD SOCIALIZATION

Project Goals: To gather information about child rearing from parents themselves rather than the "experts;" to identify particular patterns of child rearing based on the information gathered; to identify cognitive mediators or attitudes and values associated with particular parent models; to provide an information base from which ideas for parent education materials and programs could be developed and distributed to parent educators.

A. INTRODUCTION

Historically, adults have found support for their roles through extended families and close knit networks of friends and neighbors. These neighborhood and community support systems reinforced parent directives and values, extending parent control and influence beyond the home. Parents did not feel solely responsible for child rearing and were not socially and emotionally isolated from others. Advice from friends and neighbors, as well as their own parents, provided a ritualistic, informal transition into the new role of parent. Young adults were socialized into this role through a cultural as well as a generational transmission of values and traditions. More formal preparation for parenthood has been the exception rather than the rule. The lack of formal "schooling" for parenting suggests societal belief that the simple status of parenthood automatically confers the requisite skills, knowledge, and information necessary for enacting this role.

The traditionally informal nature of socialization for parenting makes efforts by social scientists to intervene, for example, with parent education programs, seem all the more intrusive. The relationship between parent and "experts" appears to have soured in recent years; the history of advice from experts to parents appears inconsistent and confusing (McCandless, 1967; Longtain, 1981). Experts are not able to say which parent role prescriptions have what effects on the adult characteristics of the child (Yarrow, Campbell, and Burton, 1968). Consequently, beyond the nutritional, clothing, and medical needs of children, the experts do not appear to have made a significant contribution to parents, and many believe they should stay out of parent education altogether. "As with most human matter, the truth probably lies somewhere between the optimism of the early or more extreme child development experts (or parent-family educators) and the pessimism of the more conservative, or of those who come more recently into the field" (McCandless, 1967, p. 58).

Studies in child development, learning theory, personality theory, family processes, and abnormal psychology (clinical case studies) have contributed to the theoretical framework and formulation of some parent education programs. Many parent education programs are content-oriented, or highly organized instructional packets prescribing the "do's and don'ts" of child rearing. Oftentimes, these packaged programs reflect a singular value system which parents are expected to adopt.

Throughout the studies of families and child rearing, investigators from a variety of disciplines have periodically attempted to identify the values and beliefs of parents themselves (Whiting, 1963; Kohn, 1967; Stolz, 1977). Contributions from cognitive psychology have shifted increasing attention towards studying parents as active interpreters and organizers of their environments, as reflected in their beliefs, attitudes, and values regarding how the world operates and the appropriate roles for parents and children (Jurkovich, 1980; McGillicuddy-DeLisi, 1980). Research of this nature typically refers to a theoretical framework describing certain internal conditions which guide individual behavior, such as "cognitive frames" (Elkind, 1979), personal constructs (Kelly, 1963), individual need systems (Murray, 1938). Regardless of the particular theory to which an investigator subscribes, each describes an inner core state from which individuals generate responses and regulate social behavior.

Interest in the cognitive disposition of parents has led parent researchers and parent educators toward reconsidering parent education programs. If, in fact, parent behaviors are a function of deeply held beliefs and values, parent education efforts directed towards behavior change alone may be of limited utility and duration (McGillicuddy-DeLisi, 1980; Sutherland and Williams, 1979). Sutherland and Williams (1979) conducted an evaluation of parent education program materials and found that the program session entitled "Active listening" had a uniformally high impact on all parents participating in the different programs. No single session emphasizing a parenting "technique" produced this uniform a result across groups. They suggested that the session on listening tapped parent beliefs about the nature of children and the appropriate roles for parents and children regarding status and authority. In other words, inner core beliefs about the parent-child relationship appeared to have been challenged by the activity and consequently produced the greatest single impact on parents participating in these programs.

B. Rationale

The research project developed a comprehensive model of complex cognitive constructs, parent belief constructs, as an important mediating mechanism between external (environmental) influences on parents and parent behavior. The model suggested that individuals are composed of beliefs, values, attitudes and behaviors and that a study of human behavior should attempt to include these three levels of inquiry in order to understand the outcome, which in this case is parenting behavior. The research model also incorporates external influences as a source of influence on an individual's core beliefs. For example, ethnicity or income may tend to influence an individual's world view to the extent that particular personality traits are assumed. There is reason to believe that patterns of common experiences (external influences) may affect individuals in a similar manner leading them to make similar interpretations of their world (Kohn, 1977). This world view is subsequently translated into the various behavioral systems in an individual's life, one of which is the individual parent model of child rearing.

The current study assumed that parents, like child psychologists, constantly enact a model of parent-child socialization. This model is composed of varying constructs that help to justify most, if not all, parent behaviors. Implicit in the model is the parent's theory about the distribution of power in the family, the nature of the child, and specific ways for parents to teach and children to learn, formally as well as informally. On a daily basis, parents are not likely to be conscious of their particular parenting model. Instead, they simply respond to the stimuli immediately pressing them at the moment. Parents' comments on a pilot version of this study strongly suggested that parents have little time to reflect upon themselves or their roles as parents, but derived considerable enjoyment from doing so as participants in the pilot study (Final Report, FY80).

Expert advice on child rearing has been available for years, but considerably less information available on how parents themselves perceive, define and enact their roles. The purpose of this study was to identify parent beliefs, values and attitudes related to the parenting role, as well as to identify parent, rather than expert, models of child rearing. An important premise in this research effort is that parents have many skills and strategies for parenting that are highly effective, currently intact, and which match their personalities and life situations. If effective parenting is like effective therapy (as some have suggested) particular techniques or "tricks" may be less important than the communication and support experienced by client and/or child. Consequently, a different approach to parent education would be premised on helping parents identify what they currently do, the respective beliefs and values related to that set of behaviors, and then to help them do what they do, but in a more effective and satisfying manner. More typically parent education presumes a deficit model of parenting and attempts to change the parents without consideration for what they already do know, believe and feel.

C. Goals and Objectives

1. Goal: To gather information from parents regarding their beliefs, values, and attitudes related to child rearing in an effort to identify lay models of child socialization that could serve as the groundwork for preparing guidelines for parent education programming and materials development.

2. Objectives:

   (a) To identify parent attitudes with respect to four topic areas: family life, community life, parent-child communication, and parent concerns regarding child rearing.

(b) To identify the values that parents consider to be most important for their daughters.

(c) To identify the values that parents consider to be most important for their sons.

(d) To further refine the variables which appear to be most useful in discriminating parent models of child rearing.

(e) To identify the child rearing models of a selected sample of mothers and fathers.

(f) To gather and compare information on beliefs, values, attitudes, and parent models from three different ethnic groups.

D. Statement of the Problem

Although recent times have seen a shift in focus away from expert sources and more towards community and lay resources and other "grassroots" movements, there is still limited research on parenting from the perspective of parents themselves. There is even less information from the perspective of minority parents as oftentimes they have not been included in parenting research efforts due to a variety of factors--time constraints, a general suspicion of research conducted by "outsiders," and general oversight by those conducting the research. Also, the family as a social unit and the importance of the adult role of parenting have undergone a series of stresses and strains in the last decade. There is reason to believe that social changes are occurring more rapidly than in generations past and these changes are affecting families more immediately and more directly than ever before. The pace at which research becomes irrelevant or inappropriate presents a whole new challenge to social scientists. Research on families and parenting appears to be a case in point.

E. Research Questions

(1) Is there a significant difference in attitudes towards family life as a function of ethnicity, social class, parent model of child rearing, or gender of parent?

(2) Is there a significant difference in attitudes about community life as a function of ethnicity, social class, parent model of child rearing, or gender of parent?

(3) Is there a significant difference in communication between parent and child as a function of ethnicity, social class, parent model of child rearing, or gender of parent?

(4) Do parents have different types and/or degrees of concerns regarding raising their children with respect to ethnicity, social class, parent model of child rearing, or their gender?

(5) Do parents have a different set of values for their sons than for their daughters?

(6) Are there differences in values for sons and values for daughters according to parent's ethnicity, social class, or gender?

(7) What are the relationships of ethnicity, social class, and parent gender to parent models of child rearing?

F. Definition of Terms

(1) External Influences - External influences are conditions or circumstances outside the individual, ascribed conditions, about which the individual has restricted choice or control,

i.e., ethnicity. External influences may become internalized by individuals in the form of personality traits, world views, attitudes, values, and/or beliefs. External influences are independent variables in this study, operationalized as ethnicity, social class, education, sex, and religion.

(2) Parent Model of Child Rearing - interrelated sets of behaviors, attitudes, values, and beliefs which are mutually supportive, and which lead parents either towards or away from particular parental dispositions and actions. Construction of a "model" is premised in the notion that individual behavior is nonrandom, i.e., has a rationale, theoretical underpinning, and philosophical base, regardless of its complexity. Knowing an individual's parent model of child rearing allows for making certain predictions about that parent's world view and philosophy of discipline, child development, and the appropriate and inappropriate roles for parents and children.

(3) Seven models of child rearing were defined in the pilot study which was conducted in FY80. The following are brief narratives describing the seven models:

(a) Authoritarian - The authoritarian parent tends to see the world from an adult's perspective most of the time. He or she is very traditional in the division of power between parent and child, assigning power to the parent. An authoritarian parent would tend to have firm opinions and ideas regarding appropriate and inappropriate behavior for children, tending towards rigidity in these opinions.

Children's rights would be limited, their judgment would be suspect perhaps, and a general sense of parental perogative and the world being cast in tones of "right" and "wrong" would prevail. The proverbial "spare the rod, spoil the child" adage of child rearing would befit this parent model. It is important to note that this seemingly "self-centered" perspective does not preclude the authoritarian parent from developing a very loving, caring bond between him/herself and the child.

(b) Overprotective/Permissive - The overprotective/permissive parent is child-centered in their preoccupation with the child's perspective. They are busy either overseeing all the child's activities or letting the child "roam free." Although both of these parents are child-centered, one parent is likely to believe that children are more like innocent flowers needing protection from the outside world, and the other parent believes that the innocence itself will guide and protect the child and the least interference from parents is the idea. In either situation, discipline is largely in the hands of the child where the slanted focus of attention towards the child may lead to an imbalance in power between parent and child. Directly or indirectly, the child may come to "rule the house."

(c) Behaviorist - The behaviorist parent follows a Skinnerian philosophy of learning, implementing the principles of positive and negative reinforcement for child training and discipline, and general principles of behavior management in which many of today's parents have become well-versed. The behaviorist parent tends to be less emotional than other parents, which is not to say they don't have emotions. This parent tends to set clear rules and contingencies for breaking rules placing the responsibility for maintaining the rules clearly in the hands of the child.

(d) Romantic - The romantic parent is highly concerned with the child's perspective but offsets the intensity which that perspective can hold by attending to his or her own needs as well, and reading or talking to remain well-informed of other attitudes. This parent tends to believe in the innocence and magic of childhood and strives to enhance that as much as possible. This parent is more willing than the Model b parent to draw certain boundaries between the parent and child, although they do strive to let the child find his/her own way. The romantic parent may be less conventional than other parents, and considerably more flexible in their world view, and prone to use passive forms of discipline.

(e) Confused - The confused parent is child-centered and parent-centered, the ultimate source of confusion. This parent tends to be alternately immersed in their own perspective or their child's perspective, sometimes leading to a double bind. When operating from the parent-centered, or self-centered mode, the parent is likely to evaluate the child's behaviors and intentions from adult standards and expectations, possibly resulting in a negative judgment on the child and his/her abilities. When operating from the child-centered perspective, the parent is likely to excuse the child's behaviors that may have triggered a punitive response on another occasion. The child may alternately experience adult expectations and directives that seem unreasonable on one hand, and more indulgent, overly nurturant parent responses on the other hand. In one moment the child may feel "spared" and the next moment overwhelmed. This confusion may be a product of a parent with a more authoritarian personality who was raised in an authoritarian home, but who has been exposed to a more nontraditional approach to parenting and is trying to incorporate that perspective into their parenting, albeit with difficulty.

(f) Consultant - The parent consultant is strikingly similar to the Model d, Romantic parent. The major difference in the two models is the consultant's seemingly more balanced perspective. This parent tends to always consider their own, adult needs and interests as much as they consider those of the children. They place heavy emphasis on communication between parent and child. They are likely to have an open style of communication which allows them to keep in close contact with them. As the label indicates, they are likely to give their children significant decision-making responsibility, acting as a consultant but not as a commander. This does not preclude these parents from periodically drawing the line and asserting themselves as having the final say in certain matters. Consulting parents are likely to have clear boundaries between themselves and their children such that their egos do not become overly involved in their children's doings.

(g) Authoritative - The authoritative parent is very similar to the parent consultant, though they are considerably less inclined to give the child as much individual responsibility. The authoritative parent is clear about the boundaries between parent and child, but more inclined to negotiate that boundary than the authoritarian parent. The authoritative parent tries to respond to individual and developmental needs of the child; they can be very stern regarding certain matters, but will try hard to consider the child's perspective in other areas. The authoritative parent is likely to be traditional in their philosophy of discipline and comfortable with corporal punishment. They have confidence as parents, are likely to enjoy the parent role considerably, probably communicate well with their children, take time for themselves as well as the family, and believe in the importance of parental authority and respect.

G. Methodology

1. Design

Two social class groupings and three ethnic groups were used to produce six different design cells. Social class assignments were based on father's educational level and occupational status (Manual for Computing Socioeconomic Status, The Research and Development Center for Teacher Education, University of Texas at Austin). Generally speaking, low social class standing was identified for those subjects with no more than a high school education working in blue collar positions. Middle class standing was identified for those subjects with college degrees working in professional or administrative positions.

		ETHNICITY		
		White	Black	Chicano
Social Class	Mid	5*	5	5
	Low	5	5	5

*Families

2. Subjects

In spite of much effort to identify subjects for the study, it was impossible to fill the design cells with the number of subjects originally proposed. The final data analysis will include data from 30 families rather than the anticipated 36 families, with ten mothers and fathers in each cell. The following resources were tapped in our efforts to enlist subjects:

(1) Ms. Evelyn Bonavita, President, Austin PTA City Council

(2) Tobin Quereau, PET Coordinator and Family Counselor

(3) Sara Madera, Child Care Specialist

(4) Diane Spearly, Parent Education Association Member

(5) Beth Geer, Teacher, Elementary Level

(6) Dr. Judy Corder-Bolz, Sociologist/Consultant

(7) Ms. Lind Ruiz, Teacher, Child Development Center

(8) Diane Dunham-Massey, Nurse Practitioner, Family Health Clinic

(9) Reverend Frank Garrett, CETA Program

(10) Ms. Oldamira Garcia, National Hispanic Institute

(11) Brother Sylvester, St. Mary's Catholic School

(12) Susie Lindeman, Parent-Family Life Center, Huston-Tillotson College

(13) Mr. James Hillyer, Director, Capital Creative School

(14) Ms. Sheila Anderson, Elementary School Principal

(15) Ms. Gloria Williams, Principal, Robbins School

(16) Reverend Freddie Dixon, Pastor, Wesley United Methodist Church

(17) Reverend Marvin Griffin, Pastor, Ebenezar Baptist Church

(18) Cora Briggs, Austin Community College

(19) Ms. Orvis Austin, Teacher, Austin Independent School District

(20) Ms. Robena Jackson, Executive Director, Austin Urban League

(21) Ms. Mona Musel, South Austin Community Center

(22) Child, Inc., Austin, Texas

(23) Ms. Maureen Dillon, Youth Program Director, Our Lady of Guadalupe Church

This listing does not include the informal networks that were tapped in our efforts to identify subjects. Several families who signed up as participants later failed to complete their commitment; most often the father would refuse to be interviewed as the appointment was attempted to be scheduled. In fact, participation from fathers was the greatest hinderance in signing up families; oftentimes, the mother was willing but the father was not. Had our study limited itself to gathering data from mothers, we could have easily completed our sample.

Although the project was unable to meet the original commitment for a sample size of 36 families, the decision was made by the Research Associate and Project Director to close off data collection and move on to analyzing the results. Time considerations became paramount as the Research Associate, primary supervisor for the project, will be leaving the CENTER staff prior to the closing of FY81. Limiting the sample size and moving on with data analysis seemed more pertinent than leaving data analysis with someone less familiar with the project. Given the time and effort already expended on enlisting subjects, it was also doubtful as to the outcome of that continued pursuit.

3. Instruments (See Appendix A)

(a) Survey of Parent Attitudes

Part I. Attitudes about Family Life. This is a 30-item, five-point Likert scale inventory of attitudes on home life, optimism about the future of the family, satisfaction with the family atmosphere, general life style, etc.

Part II. Attitudes about Community Life. This is a 14-item, five-point Likert scale inventory of attitudes about the subject's community and neighborhood. This section attempts to tap their degree of satisfaction and feelings of safety and involvement in their neighborhood.

Part III. Parents and Children Talking. This section is designed to assess how well parents and children communicate along a variety of topics. There are eighteen topics listed ranging from death and homosexuality to dating and choice of friends. A five-point Likert scale format is also used in this section.

(b) Basic Values Inventory: Values Parents Have for Their Children

(1) Values Parents Have for Their Son. Parents are asked to rate the importance of 30 values in terms of raising a son.

The rating scale is a five-point Likert scale. Parents are are also asked to identify the ten most important values for raising a son.

(2) Values Parents Have for Their Daughter. Parents are asked to rate the importance of the same 30 values, but in terms of raising a daughter. The rating scale is a five-point Likert scale. Parents are then asked to identify the ten most important values for raising a daughter.

(c) Parent Interview

Part I. Parents and Children Talking. Parents were asked to respond to 14 vignettes describing typical interactions or circumstances between parents and children. Parents were asked to tell the interviewer (a) exactly what they would say and do in each situation, (b) their reasoning behind their choosing to respond in that manner, and (c) what the thoughts and feelings of the child and parent are in each situation. The vignettes are designed to include children of both sexes, all developmental periods (early childhood, preadolescence and adolescence), and a wide range of circumstances. Parent reactions to the vignettes themselves consistently suggested the "validity" of the vignettes as they appeared to be very common events to which few parents had difficulty responding.

Part II. The Parent Psychologist. This is a less structured format with the interviewer asking the parent general, open-ended questions on (a) child development, (b) personality development, (c) moral development, (d) discipline, and (e) general home life.

Part III. Parent Sentence Completion. Parents are asked to complete 13 sentences about themselves as parents.

H. DATA COLLECTION

1. Gathering the Data

Once potential subjects were identified, a letter of introduction was sent to each individual (see Appendix B). This letter described the purpose of the project, as well as those activities the subjects would be asked to enage in (completing a survey and an interview) should they choose to participate. Subjects were asked to "sign-up" for the study by completing a small form and returning it in a self-addressed postage-paid envelope. Upon receiving the sign-up sheets from the subjects, individual packets were sent to each parent. Packets included the survey and a sign-up sheet for scheduling the parent interviews. Again, subjects were asked to return all this information in a postage-paid envelope. After the completed surveys were returned, interviewers were contacted and asked to call the individual parents to schedule the exact time and place for the interview. Two female interviewers, a Black female and a Chicano female, and three male interviewers, a Black male, a Chicano male and an Anglo male were hired to do the interviewing and paired with subjects according to ethnicity and gender. When both parents had completed their interviews, each family was sent a check in the amount of $10.00 as compensation for their participation.

The previously mentioned procedures were followed in most cases. As time went on, though, receiving the completed surveys began to slow down the data collection process. Consequently, interviewers began scheduling the interviews and either picking up the completed forms at that time, or asking the parents to fill them out at the time of the interview. This insured getting all of the necessary data on time. Some of the parents seemed to need this extra bit of structure in order to fill out the seemingly long survey. Still, one father who was interviewed was uncooperative in returning a completed survey.

2. Organizing the Data

Each interviewer was responsible for scoring each interview along 17 dimensions using a five-point global rating scale (see Appendix C). They were also responsible for refining their notes and making summary comments regarding the interview itself. Each interviewer was supplied with a coding manual to facilitate their scoring (see Appendix D).

In spite of the three hours of preliminary training, a practice interview and scoring session, and a feedback session with more training, the Research Associate found several interviewers unable to score the protocols without biases of some sort. One interviewer was excellent at the interviewing process itself, but her long-time experience as a case worker for juvenile foster care parents appeared to interfere with her judgments about the parents interviewed for this study. Her interview summaries obviously followed a format she had been using for years as a case worker. Another male interviewer who was also an excellent interviewer simply did not have the breadth of experience or exposure to children and parenting necessary to put all of the information into context. His naivete appeared to interfere with his ability to make reliable judgments when scoring the interviews. Dr. Diana Baumrind, principal investigator for the Family Socialization and Developmental Competence Project at the University of California at Berkeley, cautioned against rater bias in her manual for the Rating Scales of Adolescent Children in the following manner:

> Guard against rater bias, that is, a subjective component reflecting your characteristics rather than those of the parent being rated. A common rater bias is the tendency to avoid extreme ratings, in this case the scale points numbered "1" and "5." To avoid this bias, it may be helpful to imagine a distribution for each item in which you attempt to rate a minimum of about 10% of your parents at each of the extreme points. Note, then, that these ratings are normative and require a familiarity with a sample of parents. In general, you should have a completed data collection for about ten parents before attempting to do a rating (1978, p. 4).

Budget constraints as well as a shortage of practice subjects would not have allowed for such an extended training period for the interviewers. If Baumrind's suggestion holds true, reliable ratings from the interviewers was an unreasonable expectation from the outset. Consequently, all of the interview protocols were reviewed and final parent model assignments were made by the Research Associate. Tapes of the interviews were also reviewed to insure that the interview was administered according to training throughout data collection, as well as to take extra notes on the parents' responses to the interview questions.

The original research plan had not focused any particular attention to any of the vignettes and parent responses to them. In the process of reviewing the protocols several of the vignettes appeared to provoke different patterns of responses from parents, but it was unclear whether there was any systematic variation in the patterns. So, the Research Associate decided to code parent responses to these particular vignettes and to include them in data analyses.

The Research Associate had final responsibility of coding all of the necessary information prior to having it keypunched.

I. Data Analyses Procedures

1. Descriptive statistics for cleaning data as well as preliminary

inspection of demographic characteristics and total samples' responses to survey items.

2. Condensing data--constructing single scores for parent responses to Part II and Part III.
3. Conducting tests of significance between different independent variables using reconstructed parent attitude scores as described in (2) above.
4. Conducting T-tests between parents' ratings of importance of 30 different values in terms of boys and in terms of girls.
5. Conducting a Chi-Square test of significance for the relationship between parent models and selected demographic variables.
6. Conducting analyses of variance tests for attitude items on Part I of the survey.

J. RESULTS

The final data collection and analyses was based on a sample of 30 mothers and 30 fathers. All families were intact and had an average of three children per family. The sample included 20 Black families, 20 White families, and 20 Chicano families. Parents from each ethnic group were divided into two social classes, middle and low. Parents in this study had been married an average of 11 years. Over one-third of the sample (22) reported Catholicism as their religious preference; 12 parents were Baptists, 11 were Methodists, 2 were Jewish, 3 were Protestant, 6 reported "Other," and 4 parents did not express a religious preference. Only 2 of the 60 parents had ever participated in a parent education course, and more than one-third of the parents did not belong to any adult clubs or organizations. Almost all of the parents (58) described themselves as "healthy most of the time," and all of the parents described their children as such. Forty-three percent (43%) of the parents responded "yes" when asked if they had any special problems as a parent. Special problems included topic areas related to patience, time allocation, and discipline.

K. INTERVIEW DATA

Although it was not always easy to commit the parents to schedule the time necessary for the parent interview, all parents indicated they enjoyed that part of the data collection process. Several parents were somewhat shy and reserved in the early parts of their interview. Other parents were not shy at all, providing unsolicited "editorials" on the place of the family in our society or some other issue related to parenting. One father was particularly vocal in his opinions of child psychology, an opinion which may be shared by other, less vocal parents:

> Child psychology is crazy; it has a crazy way of disciplining the child. They talk about not hitting the child. Basically, I don't go along with not hitting the child. The old fashioned way, "spare the rod, spoil the child" is still the best method. We didn't like it when we were children, we didn't quite understand it, we thought our parents and grandparents were cruel because they used to whip us or punish us by not allowing us to do certain things because they took away what we thought was best. Every generation is weaker and weaker as we have gotten away from real discipline. That is why we have so many problems with teenagers. There used to be a time when if we did anything wrong in the neighborhood and the neighbors saw us they whipped us. If you discipline a child now that's not your own, you can get killed. And people have been killed. Schools can't discipline properly without going through a whole lot of hassles. We got spankings when I was in school and then we got sent home with a note and you better believe you told your parents about it because the teacher would for sure. And we respected that discipline, and our elders and our neighbors and our neighbors' property. And it has changed, largely due to child psychologists... You can't make a child respect authority unless authority has an opportunity to be there...as long as the authority is fair.

Another father expressed his candid opinion about the role of the family and how individual members should respect one another:

> I really think that respect is something we lost in the 60's to maybe the early 70's, but we have found that a family that does respect each other can make it through anything no matter what the problems are. They're more willing to give support to each other and not ridicule one another or have petty jealousies...If you don't have your family, who do you have to turn to? That period of 'do your own thing' really dispersed the family.

Editorial commentaries such as these were sprinkled throughout the interviews, making evident the value, qualitative that it is, of interview data.

Parent interviews were scored using a global rating scale. Scoring resulted in each subject being assigned to a parent model. Parents' model assignments distributed themselves in the following manner: Authoritative (23), Authoritarian (14), Overly Permissive/Protective (1), Confused (8), Romantic (4), and Consulting (10). The following narratives will briefly describe the five parent models identified based on parent profiles and excerpts from interviews occurring in the data collection. Although the original pilot study identified seven different parenting styles, only five of these models were predominant in this round of data collection. No parent exhibited the Behaviorist parenting style and only one parent was identified as Overprotective. The reader is referred to the Southwest Parent Education Resource Center Final Report, FY80 for case descriptions of these models.

Authoritative Parent Model

The Authoritative model of child rearing was the most common parenting style to which mothers and fathers in this study were assigned. As stated previously, it is not surprising to find this kind of parent a willing participant in a study about child rearing. As a group, these parents tend to be conscious of their roles and have a correspondingly firm grip on what they expect of themselves as parents and their offspring as children. They tend to be "strict" and identify themselves as such, though some parents are self-conscious about this and follow their admissions of "strictness" with varying rationalizations and justifications for being so. It seemed as though the parents themselves were comfortable with their authoritative position with the child, but intimidated by what others might think--anticipating social disapproval for their position. These parents were also simple, clear thinkers as they tended to have fairly definite ideas and opinions. They tended to see the child as an individual separate in his/her own rights, but with limited power in the family setting. They projected a considerable degree of warmth as parents, did not tend to be overly emotional, held a positive attitude towards discipline, and tended to back up much of what they do as parents with their own "theories" about learning or child development.

Authoritative parents tend to place a high priority on convention and tradition. They are likely to subscribe to the traditional "spare the rod, spoil the child" prescription for discipline which assigns considerable power and authority to parents. It is important to note, though, that the authoritative parent does not believe in authority just for its own sake. Instead, parental authority is defined as a means of providing guidance and counsel--a means by which children can benefit from the parents' experiences. One parent described this role in the following manner:

> Parents need to provide guidance and not accept every impulse that a child has. If they get too out of line, or too much out of bounds, parents should not accept it. They're not going to explain why. I really think that is important...basically give them a logical evaluation of what they want to do. I think that that guidance and counseling and the fun the family has together can help them through the times when other relationship types of problems can happen.

Several important operational assumptions are implicit in this father's statement. First, he indicates that although children may be impulsive, they are capable of being reasoned with; he also indicates that children are resilient and don't need protecting from parental dictates. Embedded within these assumptions are his "theories" about child development--children's intelligence, ego strength, and family bonding. This same father went on to say:

> A lot of people might think that kids' emotions are very fragile. I think if you're going to be a parent, and hopefully teach them certain morals and values and behaviors, I think they have to experience at some point in time a little bit of--things that are matter of fact, they are not the heads of the household, they do not tell everyone what to do and no one caters all the time to anyone's feelings or emotions. I think they have to experience a little bit of both of them--times of leniency and times of discipline. You don't go all one way, but you can't be liberal about every situation either. It has to be even.

Interestingly, these parents readily identify themselves as "strict" parents. One father said he came from two schools of thought, one being the "spare the rod, spoil the child," and the other being "that children have feelings and intelligence and parents can reason with them." One mother described herself as being a lot stricter than anyone else she knew, attributing it to her older age. She reasoned that "A lot of my friends are younger and got married too young in life and feel like they missed something, so they are kind of letting their children get away with things I wouldn't let my children get away with." Another mother who described herself as "fairly strict" and a "reasonably disciplined person" sometimes had difficulty remembering her children were not adults.

Convention and tradition influences these parents in their expectations for children's behaviors outside of the home. Other figures of authority, i.e., elders and teachers are granted full authority and disciplining rights over their children when under their supervision. This was demonstrated by several parents' responses to the vignette in which the son who had been in an argument with his football coach and refused to play in the championship game:

> He (the son) would go. It's as simple as that. You never quit, I don't care what the situation is. First of all, the coach is the man. He is the one who gives the instructions and orders out there. The players don't give the instructions and orders. I would really get uptight if he got into an argument with the coach because you just can't do that. At 12 years old you haven't learned everything there is to learn in that situation and if he's going to give you some instructions, you try to adhere to them and getting angry is not a good enough reason to quit!

Most parents tend to mix these two perspectives of "strictness" and respect for the child's autonomy. There is a consistent belief that children need the close supervision and authority of parents, but not at the expense of their developing as unique and capable individuals:

> I believe in discipline, but I also want to give the child a chance to explain and try to hear their side first. If you are too loose with your kids, they won't have values and will do as they please. Let them know what you expect and what you are not going to tolerate. I start teaching them early.

These parents tend to view discipline positively, one parent defining discipline as "love," and another describing it as an "evolving process of giving the child the control and boundaries he needs."

Parent responses suggest a variety of "theories" about child development and human nature. For example, several parents referred to the importance of "role models" and how important it is for children to be able "to see people who have done really well and people who have done bad and to understand why that person did good or bad." One parent expressed his belief in the importance of establishing a "working relationship with the child at a very young age" and that "children really do like to please their parents and when parents express their displeasure children want to make things right." Another mother stated that a "fifteen year old already has her personality and behavior set...my letting her go to the mall (just to 'hang-out') will show her that her mother trusts her and because of that she would want to do right." This is her theory about how to develop trust between parent and child.

In summary, authoritative parents tend to have relatively clear ideas about appropriate and inappropriate behavior for parents and children. They provide obvious "guidance and counsel" as parents, wielding their authority as parents and elders, though not indiscriminately. They encourage their children towards autonomy while expecting them to maintain certain standards and guidelines of behavior. Children's transgressions are dealt with promptly with varying degrees of severity depending upon age and circumstances. These parents definitely believe in "discipline," describe themselves as "disciplinarians," and use corporal punishment as well as passive forms of punishment. They are conscientious parents, concerned about their children's "self-esteem," blending their love for their children with respectful sternness.

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Authoritarian Parent Model

Authoritarian parents distinguish themselves from Authoritative parents in their tending to be more self-centered and slightly more emotional. They have stronger opinions regarding right and wrong and a stronger belief in their judgment about right and wrong. Parental authority and control are more important to these parents; discussions are likely to be lectures and decision making to be abrupt. There tends to be more distrust of children's motives, as well as the motives of others. More than other parents, these parents wanted to make sure their children "never have to suffer" and often times relied on "lessons" when making their position on a certain issue.

Authoritarian parents describe themselves as the person in control in the family. This type of parent has a more indiscriminate attachment to authority and authority figures in a very traditional manner. One parent described herself as the kind of parent who "feels like a child should do right and the parent should insist on it." The same parent said some of the things she wanted her children to learn from her culture were "respect and fear of God." Another parent wanted her children to learn to "always respect older people and to experience religion." This same parent believes in children being "polite, honorable and obedient." Another parent said if she could give her child anything in the world, she would give him a Bible to study." One mother described her parenting style in the following manner:

> I am a disciplinarian. I feel I know what is best for my children and they will agree later in life. We talk a lot, but at their age it is not two sided yet, it is more of a lecture. I know what is best for them and just want them to learn from me.

Authoritarian parents tended to use many of the same discipline methods as Authoritative parents, but there was a certain abruptness to its administration. Where Authoritative parents may spank their children, they also emphasize the importance of talking with their children. Authoritarian parents relied more on simple spanking as a sole means of intervening. One mother responded to the vignette describing the child coloring on the walls by spanking the child, stating this was the best way for a three year old to understand. Several Authoritarian parents responded in this manner to the three year old coloring on the walls, where other parents tended to use scolding accompanied by having the child clean up the mess with the parent. This seeming abrupt attitude was suggested by several parents on many of the vignettes.

Vignette 2 describes a child crying as the parents are preparing to leave for the evening, to which an Authoritarian parent responded. "I would tell him to get in there and sit down. I'm leaving and crying will do no good. I won't baby you because it will make it worse." Vignette 3 describes a ten-year-old girl who pretends to be sick to avoid a math test. An Authoritarian father said he would "make her go to school unless she was visibly vomiting," commenting that he would have to be strong and take a leader role. An Authoritarian parent would have insisted the ten year old go to school, but not before engaging in the rituals of taking a temperature and/or talking to the child about her anxiety about school and the math test. So, although the final decision, to send the girl on to school, is the same, the means by which the parents implement that course of action are different.

Authoritarian parents do not seem to have the same degree of trust as Authoritative parents. They are not as likely to trust their children or the "outside world." Several Authoritarian parents responded to Vignette 9 (second grade girl who hasn't been giving her parents notes from the teacher about her bad behavior at school) by setting a "trap" for the child: "I need to let her know she isn't getting away with anything. I would take her with me to put her on the spot. If I go to the teacher by myself, that gives her all kinds of time to think of things to tell me." Another parent suggested the same plan--"I would go to school with her and have the child confronted with the whole ordeal with the teacher there. I know I could catch her off guard that way--I would have her trapped and she would learn she couldn't outfox the fox (the father)." Where other parents may be concerned about the child's feeling the need to hide something from the parents, these parents were more concerned with entrapping the child to insure he/she didn't get away with anything and learned his/her lesson.

More than other parents, Authoritarian parents seemed to want to prevent their children from suffering. Several parents' responses to the sentence completions suggested this theme:

> I want to make sure my children never have to experience hunger or lack of clothes or other necessities.
>
> I want to make sure my children never have to go through some of the things I went through.
>
> I am the kind of parent who wants to give their children all there is.
>
> I want to make sure my children never have to suffer.

It is not clear what would motivate Authoritarian parents to this seemingly unrealistic, overly "protective" perspective, although it does appear to be more common for this type of parent. This altruistic but seemingly naive perspective may be associated with this parents' tendency to parent with "lessons" in life. For example, "there is always a price to pay and children need to learn that," or "life is like a chess game, and you have to calculate each move...you can come out on top without even breaking a sweat." It may also be related to their simpler perspective on life coupled with a tendency to be emotional. It could also be related to their not seeing children as autonomous and as competent as Authoritative parents do, fostering a seemingly patronizing attitude.

Although many of the final decisions reached by Authoritarian parents are the same or similar to those of the Authoritative parent, the means by which these decisions were either presented or implemented tended to be different. Authoritarian parents seemed to be more abrupt in their decision making, less interested in considering the child's perspective, more prone to be emotional, more concerned about maintaining parental control, and less trusting of their children and/or the outside world. They also tended to be more "protective" of their children, in a seemingly naive manner.

Consulting Parent Model

Consulting parents differ from other parents in their tendency to consider the child's perspective more consistently. Their separation from the child makes it easier for them to allow the child to make more individual decisions and for the parent to play an advisory role. This is not to say that consulting parents do not have certain standards and guidelines which they firmly enforce, similar to Authoritative parents. Consulting parents are not overly emotional, they tend to see several options to various situations, are highly cognizant that their personalities can affect their children, and are likely to emphasize the importance of self-responsibility in their children.

Consulting parents don't want to influence their children in situations where individual responsibility is at stake. They want their children to grow up feeling confident of themselves and their ability to make their own decisions. Unlike other parents who may want their children to learn individual responsibility by experiencing the "cold cruel world as it really is," these parents gently push their children towards personal responsibility. One father responded to Vignette 3 (young girl pretends to be sick to avoid a math test) by asking the daughter to go to school, further commenting that he "may even write a note to the teacher about 'watching' her for being sick. Sometimes children just need a little extra attention." Consulting parents tended to interpret Vignette 8 (child performs chore poorly and expects payment) in terms of their own responsibility. Although they felt the importance of their children learning to take pride in their work, rather than presume the child's negative intentions, they would give the child the benefit of the doubt:

> I would pay him. At his age he wouldn't understand how well it was supposed to be done. If I thought the job was purposefully done wrong, I wouldn't pay him. But pointing out his mistakes wouldn't accomplish anything but positive. He is probably feeling proud of himself.

or,

> My first thought would be not to give the money. But I would probably think about it and give him the money and how he does better the next time when I would be more specific about my instructions and supportive of what was done if it was the child's best effort.

In general, consulting parents are not emotionally reactive. Several parents' responses to Vignette 7 (four-year-old girl under bedcovers with clothes off) and Vignette 1 (coloring on the walls) and Vignette 4 (boy frustrated with puzzle who calls parents stupid) was to laugh. There was a seeming acceptance of children simply being "children' and that wall coloring, exploring bodies, and temper tantrums were all expected, and therefore accepted behavior. Although the children may have been disciplined or reprimanded, it was light and off handed. Several consulting parents expressed concern about the child in Vignette 4 having to go to such lengths to get their attention. They also tended to suggest the children under the bedcovers to get dressed and "play a new game."

Consulting parents carve out a difficult role for themselves as advisors. This perspective presumes that children are able to make many decisions on their own, as well as requiring the parent to step out of those decisions children make with which they disagree. This advisory role is closely related to their emphasis on personal responsibility. Consulting parents describe children as active, loving, trying, gifts, learning beings, open to what there is to know, sensitive, capable of the full range of adult emotions. One father was willing to let his son decide whether or not to finish the football season (Vignette 6) but commented that "parents really have to know the history of the child to know what to do...sometimes the parent really must judge what the child really wants to do--it is a test of your knowledge of the child." This parent was sensitive to the child really wanting the father to guide him in a decision that he himself was too angry to make.

Vignette 12 describes a seventeen-year-old boy wanting to drop out of school to work full time. Consulting parents said they would "advise him not to," "counsel him otherwise," or "strongly encourage him to stay in school," commenting on the difficulty of accepting the actuality of such a decision. Consulting parents seem to strive towards viewing their children as separate individuals capable of considerable independence and deserving of personal privacy. The following is a father's response to Vignette 14 (parent discovers sixteen year old masterbating in his room).

> I would drop the school books off and leave. He is sixteeen and I have no religious or moral compulsion regarding masterbation. He is going to be embarrassed; I don't need to tell him what my generation was told. It is a personal, private thing. To me, that question is equal to what someone would do if I walked in the room and he was kneeling and praying--I would still drop the books off and leave.

Consulting parents describe themselves as "loose" or "letting the leash out a little more than others," "believer in children," or "someone who likes them as people." One mother said, "You get what you give. I try to give the kids a little more respect than they may even deserve. I try to be loving, respectful, honest, and to communicate with them hoping that it will come back to me." In this sense, consulting parents may be more flexible than Authoritative parents, just as Authoritarian parents are less flexible. Overall Consulting parents emphasize individual responsibility and decision making, groom their children in these values early on, attempt to "advise" rather than "command," are likely to be less emotional than other parents, and try to see the child's perspective as much as possible. Acting as a consultant may bring more strain during those times when a child may make a decision which the parent feels is not a good decision.

Romantic Parent Model

The Romantic parents interviewed included three mothers. More than other parents, they held a more idealized notion of children. Romantic parents would subscribe to the image of children as "blossoming flowers" or "natural spirits best left alone." They want to protect their children from outside influences based on their belief in the natural strength and goodness of children, rather than a belief in their "frailty." Romantic parents appear to follow the tradition of Rouseau strongly in this sense. Romantic parents enjoy the creativity and expressiveness of children; they encourage children's free spirits and are inclined to view many behaviors (which other parents may find obnoxious or taxing) from that perspective. Romantic parents are consequently more tolerant and flexible than many parents in certain situations; they may also take seemingly "unorthodox" points of view in certain matters.

Romantic parents believe children are a "beautiful experience." They see children as born with "clean souls," or as one mother put it, "they are like fly paper that a lot of things get stuck to as they grow up." Romantic parents would be suspicious of parenting by reading a book, feeling that the nature of children could not really be captured. One mother expressed this sentiment, "I have read a lot of books and find them disgusting...no two children follow the same development and I think books frustrate parents because they make parents expect their children to be just like the books. I think I could have learned more from other parents than from the books I read."

Two of the Romantic parents were the only parents to allow the child in Vignette 3 to stay home for the day rather than take the math test.

One mother simply stated that taking the test wasn't that important, and that although she was a strong believer in learning she was not a strong believer in formal education. This was a mother who had been living in a log cabin on a farm which she and her husband had built. Her family had just recently moved to Austin and were having to adjust to being in a city. The other mother who allowed the child to stay home from school just felt if the child was that upset she needed to stay home.

All three mothers had candid responses to Vignette 7 in which the four year old is under the bedcovers. The mother who recently moved to Austin said she wouldn't do anything. She and her husband share a communal philosophy of life and nudity is not awkward for any members of their family. Having grown up in the woods on a farm, the children have had to become more discrete since moving to Austin. Another mother said she would not make them ashamed, but would feel a need to teach them what others expect when children play together. This mother said she would tell them, "If you want to find out about your body and anyone else's body, there are some really good books that I could show you," and pursue their interest in that manner. The other mother said she would simply tell everybody to get dressed to go for an ice cream cone and say nothing else.

More than other parents, Romantic parents believe in the innate goodness of children. In the words of one mother:

> People have tickers...you have these little things inside you since you are born that says you should do somethings and shouldn't do other things. Too many times you follow a parent's advice or do what other people expect you to do--you succumb to outside influence and you don't follow your ticker. I think personality is your ticker. If you would go with your ticker, you would be a lot better off.

This mother continued to refer to her notion of "tickers," stating that her job as a parent was to help her children feel good enough about themselves to learn to listen to their own, naturally "right" ticker. It is this kind of belief in the internal goodness of children that motivates the Romantic parent. He or she is very loyal to children in general; the Romantic parent will work hard to create the kind of environment they feel is most conducive for positive development of a child's self-esteem. Romantic parents are loyal to a child's perspective and legitimizes it whenever possible. Unlike permissive parents, though, a Romantic parent will not let a child abuse privileges or take advantage of a situation. Romantic parents are not so ideal as to lose sight of their own role as adults and parents.

Confused Parent Model

Confused parents distinguish themselves by not having a distinctive parenting style. These parents stand out in a couple of ways. They tend to be less organized thinkers, contradicting themselves within a single statement sometimes, as well as subscribing to seemingly naive prescriptions for child rearing. Several of the parents assigned to this model also tended to ramble when responding to questions, losing track of the original question. They are often more emotional, tending to react to situations rather than responding to them. They also appear to be more "pressed" by outside circumstances--to the point of being preoccupied.

Statements made by Confused parents seemed to reflect muddled thinking at times. For example, a mother responded to Vignette 11 (young son caught fighting at school) by saying she would "...tell my son not hit anyone first. However, if he should be hit he needs to be able to defend himself. However, if it is just involving name calling, this doesn't justify a fight...he has to learn to defend himself in preparation for any cut-throat experiences he may have to face in this world." This mother's position on fighting is not wholly clear; in fact, it appears to change the more she talks. A father responded to Vignette 5 (tired parent asked to come to child's room to see something) with a similar kind of double message. "It would really have to be important before I moved. I really wouldn't be interested in it. But I need to show more interest at that time because I can't make up for it later on." Although the father seems to sense that his paying attention to the child is important, it is also apparent he isn't interested enough to do so. This same father responded to Vignette 9 (child caught not giving her parents notes from the teacher) by arranging a kind of "trap" for the child so she couldn't "lie her way out." He ended his response by stating he tried to encourage his children to tell him "what's going on." The father did not seem to recognize the dilemma the child might experience in feeling his encouragement on the one hand and the entrapment on the other.

Confused parents also presented somewhat simplier or naive interpretations of children's behaviors and child rearing models. One mother responded to several of the vignettes by getting angry and yelling, explaining, "I yell because it is more effective to show the kids they did wrong." She believes the only way children will "get the message" is by her showing anger. She responded to Vignette 13 (10 year old caught taking mother from mother's purse) by saying her children do that a lot and she screams at them, gets angry and tells them "not to do that," and although the screaming and yelling doesn't appear to work, she continues to do so. One father responded to Vignette 2 (6 year old crying as parents are leaving for the night out) by listing a whole series of strategies ranging from simply telling the child where they were going and when they would return, to direct persuasion, to formal bribery, to threatening punishment unless he stopped crying immediately. His final comment was that "he would feel flattered that he (the son) wants his father around." The father appears to be flattered by an apparent sign of immaturity, and then feels compelled to rectify the situation through whatever means possible. This same father was the only parent to respond to Vignette 11 (6 year old caught fighting) by asking who won the fight, stating "If you're going to fight you should go all out." If his son had lost, this father would give him some pointers. The father added that if it had been a little girl he would tell her not to fight and would send a note to the teacher informing him/her that his daughter was being picked on.

Confused parents often displayed highly emotional reactions to the vignettes. They get angry, holler, scream, express "shock," etc. Some of the Confused parents just seemed to have a different emotional "pitch" than other parents. This may be related to their seeming preoccupation with outside circumstances. Several Confused parents were under considerable financial strain; one father had recently been injured in a construction accident and had been out of work for a while. Another father seemed to have a chip on his shoulder and emphasized the importance of surviving in the world. He got into a long discussion about his being the only non-union employee out of 300-400 workers. Another couple in which both parents manifested a confused parenting style had a living arrangement in which the father worked at night and cared for the children during the day while the mother worked in the day and cared for the children at night. This arrangement would likely strain both the parenting roles and the marital roles of the adults.

Confused parents seem to be "confused" in general. They do not express themselves as clearly as other parents, shifting perspectives and focus throughout the interviews and sometimes within a single statement. They also appeared to be more affected by extenuating circumstances that may have distracted them from their parenting role. One mother described her parenting style as "haphazard--like my housekeeping." Another mother described her style as "simple and in between modern and old-fashioned--mean and nice." Both self descriptions denote uncanny accuracy. Confused parents do not seem to be guided by any particular set of standards or any particular philosophy of life. This kind of piecemeal parenting may be related to the tendency to be emotional in certain parent-child situations. It is difficult to say whether the Confused parenting style is a transition point for parents or a life style. For some of the parents, it appears to be the latter.

L. SURVEY DATA - DESCRIPTIVE ANALYSIS

1. Attitudes about Family Life

The parents participating in the survey generally reported positive attitudes about parenting (see Table 1). Their responses to survey items probing attitudes about family life had a particularly positive tone. As a group, these parents strongly agree with the statement, "I feel good about the future of our family." They feel that they are good parents, that their spouses are good parents, and that as a couple they are more likely than not to be in agreement about how to raise their children.

TABLE 1
ATTITUDES ABOUT FAMILY LIFE

		$\bar{X}$	Mode
1.	I feel good about the future of our family.	4.4	5
2.	Our family members are so busy with their own friends and their own interests that we hardly get together anymore.	2.2	2
3.	I get a lot of enjoyment from our family.	4.4	5
4.	Parents themselves are to blame for how their children turn out.	3.1	2 (4)
5.	I think boys and girls should be raised differently.	2.7	2 (4)
6.	I like to invite friends to our house.	3.9	4
7.	I get angry when I can't buy things for my family.	2.9	4
8.	For the sake of children, parents should stay together even if they are unhappy.	2.0	2
9.	My spouse and I agree on how to raise the children.	3.5	4
10.	Parents should always be ready to make sacrifices for their children.	3.2	4
11.	The people in our house argue too much.	2.5	2
12.	I am satisfied with the amount of time our family has together.	3.1	4
13.	A woman with small children should not work unless it is absolutely necessary.	3.0	2
14.	Raising children has been harder than I expected.	3.1	2
15.	I think I am a good parent.	4.0	4
16.	Friends feel comfortable in our home.	4.1	4
17.	Our family does not turn to each other when they need help.	1.8	2
18.	The man should be the main supporter of the family.	3.0	2
19.	I am satisfied with the way our family solves its problems.	3.7	4
20.	I feel like we never get ahead, no matter how hard we try.	2.8	2
21.	Our family has almost everything it needs to be happy.	3.5	4
22.	It is important for parents to have their own lives and interests, even if it means spending less time with their children.	2.9	4
23.	Our children feel comfortable having their friends visit at our house.	4.0	4
24.	I think my spouse is a good parent.	4.4	4
25.	I hope our children will make more money than their parents.	3.8	3
26.	The people in our house show how much they care about each other.	4.2	4
27.	Parents should provide their children with some privacy.	4.3	4
28.	In today's world, everyone needs help rearing their children.	3.7	4
29.	Parents should leave their children alone as much as possible.	1.8	2
30.	Strict, old-fashioned discipline and upbringing are still the best ways to raise children.	3.0	3

They feel that their families have most everything they need to be happy and that they can turn to other family members when they need help. Their responses suggest that the family atmosphere in these parents' homes is warm and friendly--family members don't argue too much, friends feel comfortable in their homes and their children feel comfortable inviting friends over, and family members show each other how much they care about each other. These parents also tend to reflect relatively "current" thinking regarding marriage and divorce. For example, this group of parents does not agree that parents should stay together for the sake of their children even if they are unhappy. They were also very neutral in their agreeing with the dictum that strict, old-fashioned discipline and upbringing are still the best ways to raise children. They did however, tend to believe that parents should always be ready to make sacrifices for their children.

Two items on the attitudes about family life portion of the survey resulted in a bi-modal distribution suggesting that these parents had relatively strong opinions about these items. Parents tended to agree or disagree that parents themselves are to blame for how their children turn out. They showed the same pattern of responses in agreeing or disagreeing that boys and girls should be raised differently. Apparently, parents have stronger and more divergent opinions about those two issues. Finally, although parents' responses were very positive overall, this optimism is cast in the majority of the parents agreeing that in today's world, everyone needs help rearing their children. So, although they feel good about themselves as parents and the future of their family, there appears to be full acknowledgment that parenting is a difficult and demanding task.

2. Attitudes about Community Life

This portion of the survey was designed to tap parent attitudes regarding their community--the immediate neighborhood, local schools, and their participation in community activities. Responses to this section of the survey were consistently positive. Parents agreed with positive statements about the quality of their general environment--that there were nice parks and play areas in their neighborhoods, that their neighborhoods were safe, that they can depend on their neighbors for help when they need it, and that they like their neighbors. Parents strongly agreed to feeling comfortable in their children's schools. The lowest rating any item received was a neutral rating; two items fell into this category: "People in this neighborhood stick together" and "I participate in community activities." Mode and mean responses on these two items were neutral (see Table 2).

Parents and Children Talking

Part III of the survey asked parents to rate the difficulty of discussing 18 different topics with their children. A five-point scale, where 1 was easy and 5 was difficult, was used for rating. No topic received a mean rating greater than 2.6 with 1 being the modal response for all 18 topics (see Table 3). This suggests that this group of parents have little or no difficulty communicating with their children.

Given that no topic received a mean difficulty rating of 3, this group of parents rated "death," and "homosexuality" as the most difficult items for them to discuss with their children. Other items receiving a minimum mean score of 2.0 included "family problems," "your personal faults," "your own feelings and emotions," "sex," and "birth control." Topics

TABLE 2
ATTITUDES ABOUT COMMUNITY LIFE

		$\bar{X}$	Mode
1.	There are nice parks and play areas in our neighborhood.	3.7	4.0
2.	I worry about my children when they are out playing in the neighborhood.	3.0	2.0
3.	The parents in this neighborhood do a good job of raising their children.	3.2	4.0
4.	I live in a safe neighborhood.	3.6	4.0
5.	I feel good about the education my children are getting.	3.7	4.0
6.	I can depend on my neighbors for help when I need it.	3.7	4.0
7.	I would move out of this neighborhood if I could.	2.5	2.0
8.	The people living in this neighborhood stick together.	3.1	3.0
9.	I participate in community activities.	3.0	3.0
10.	I can share my problems with at least one person in the neighborhood.	3.3	4.0
11.	I know many people in my neighborhood.	3.3	4.0
12.	I have met my children's teachers.	4.2	4.0
13.	I feel comfortable going to my children's schools.	4.4	5.0
14.	I like my neighbors.	3.9	4.0

TABLE 3
PARENTS AND CHILDREN TALKING

		$\overline{X}$	Mode
1.	Death	2.5	1
2.	Homosexuality	2.6	1
3.	Family problems	2.2	1
4.	Money	1.7	1
5.	Your own personal faults	2.2	1
6.	Smoking cigarettes	1.4	1
7.	Using drugs	1.4	1
8.	Drinking alcohol	1.4	1
9.	Religion	1.5	1
10.	Your own feelings and emotions	2.0	1
11.	Sex	2.2	1
12.	Child's problems at school	1.6	1
13.	Love	1.3	1
14.	Morality	1.4	1
15.	Values	1.4	1
16.	Birth control	2.2	1
17.	Dating	1.7	1
18.	Choice of friends	1.8	1

related to sexuality or the parents' personal concerns appear to be the most difficult topic areas for parents to discuss with their children, although no topic was rated particularly difficult. In spite of the apparent ease these parents reported regarding their degree of comfort with discussing certain topics with their children, their actual ability to communicate effectively was not measured. One would think that increased comfort would lead to increased effectiveness, but this was not included as a criteria on the survey.

Parents' Concerns about Raising Children

On Part IV of the survey parents were asked to agree or disagree with 14 different statements reflecting various concerns of parents. A five-point rating scale, where 1 is strongly disagree and 5 is strongly agree, was used. Responses to this part of the questionnaire suggest that this group of parents have little or no concern about how strict they are with their children, their children dropping out of school or whether or not their children will get good jobs when they are older (see Table 4). Parents' responses do indicate they are somewhat concerned about violence on TV, the possible bad influence that other people may have on their children, the foods their children eat, the amount of time they spend with their children (lack of time), and teenage pregnancy. Responses to four items produced bi-modal distributions. Parents were just as likely to agree as disagree with statements about their feeling like they push their children, their feeling guilty when they can't buy things for their children, and their setting a bad example for their children. Parents were either neutral or disagreed with the statement "I will be hurt if my children move far away when they are older."

TABLE 4
CONCERNS ABOUT RAISING CHILDREN

		$\bar{X}$	Mode
1.	I feel like I push my children.	2.9	2 (4)
2.	I feel guilty when I can't buy things for my children.	2.9	2 (4)
3.	I feel like I am too strict with my children.	2.5	2
4.	I worry about my children dropping out of school when they are older.	2.4	2
5.	I worry about my children not being able to get good jobs when they are older.	2.5	2
6.	I think violence on TV is bad for children.	3.7	4
7.	I worry about my children being badly influenced by other people.	3.2	4
8.	I worry about my children not going to college.	2.6	2
9.	I worry about the kinds of food my children eat.	3.5	4
10.	I feel like I should spend more time with my children.	3.4	4
11.	I worry about my children becoming involved with drugs.	3.1	4
12.	I worry about setting a bad example for my children.	3.1	4 (2)
13.	I will be hurt if my children move far away when they are older.	2.4	3 (2)
14.	I worry about my children becoming parents when they are too young.	3.4	4

In summary, parents appear to be relatively unconcerned about questions related to their children's overall future, i.e., the parents feel their children will go to college and get good jobs. When asked about specific concerns, overall ratings increased. Drugs, nutrition, early pregnancy, outside influences, and limited time were specific concerns for this group of parents.

Values Parents Have for Their Sons and Daughters

In this section of the survey parents were asked to rate the importance of thirty different values in terms of their sons and and in terms of their daughters. Importance was measured using a 1 (low) to 5 (high) Likert scale. Reviewing the mean and mode scores on Table 5, it is apparent that parents rated many of the thirty values very high. The parents rated honesty, considering others, dependability, being a good listener, and being able to adapt to change with a mean rating of 4.5 or greater and a mode score of 5 for both sons and daughters. Values which were rated lowest in importance included making a lot of money, being popular, and being aggressive (see Table 5 and Table 6).

Parents were also asked to choose the ten most important values they held for raising a son and for raising a daughter (see Table 7 and Table 8). Although the rank ordering was different, parents tended to rate the same ten values as most important for raising a son or a daughter. Values commonly listed in the top ten rankings included honesty, interest in learning, consideration of others, dependability, ability to adapt to change, being affectionate, respecting authority, and being able to support themselves. There were several differences in the importance rankings of values that may be noteworthy. Where honesty was the number one ranked

TABLE 5
VALUES PARENTS HAVE FUR THEIR SONS

		$\bar{X}$	Mode
1.	to be honest	4.9	5
2.	to have good manners	4.4	5
3.	to respect authority	4.2	5
4.	to marry and have children	3.6	3
5.	to control his emotions	3.6	3
6.	to be interested in learning	4.7	4
7.	to make a lot of money	3.1	3
8.	to speak out in front of others	3.7	3
9.	to be loyal to his family	4.4	5
10.	to be popular	2.8	3
11.	to be a hard worker	4.5	5
12.	to be able to defend himself	4.2	5
13.	to be affectionate	4.4	5
14.	to be religious	3.8	4
15.	to be considerate of others	4.8	5
16.	to be dependable	4.8	5
17.	to be neat and clean	4.4	5
18.	to be able to support himself	4.6	5
19.	to always save money	3.6	4
20.	to be ambitious	4.1	4
21.	to enjoy relaxing and playing	4.2	4
22.	to have a close sexual relationship when he is old enough	3.4	3
23.	to understand the feelings of others	4.6	5
24.	to be a good listener	4.5	5
25.	to be aggressive	3.4	4
26.	to be able to tolerate high stress	4.0	5
27.	to keep physically fit	4.3	5
28.	to have close friends	4.1	5
29.	to set high goals	4.4	4
30.	to be able to adapt to change	4.5	5

TABLE 6
VALUES PARENTS HAVE FOR THEIR DAUGHTERS

		$\bar{X}$	Mode
1.	to be honest	4.8	5
2.	to have good manners	4.5	5
3.	to respect authority	4.2	5
4.	to marry and have children	3.2	4
5.	to control her emotions	3.6	4
6.	to be interested in learning	4.7	5
7.	to make a lot of money	3.1	3
8.	to speak out in front of others	3.5	3
9.	to be loyal to her family	4.4	5
10.	to be popular	3.0	3
11.	to be a hard worker	4.4	5
12.	to be able to defend herself	4.0	4
13.	to be affectionate	4.4	5
14.	to be religious	3.9	4
15.	to be considerate of others	4.7	5
16.	to be dependable	4.7	5
17.	to be neat and clean	4.4	5
18.	to be able to support herself	3.6	4
19.	to always save money	4.2	4
20.	to be ambitious	3.2	3
21.	to enjoy relaxing and playing	4.6	5
22.	to have a close sexual relationship when she is old enough	4.5	5
23.	to understand the feelings of others	3.5	4
24.	to be a good listener	4.5	5
25.	to be aggressive	3.5	4
26.	to be able to tolerate high stress	4.0	4
27.	to keep physically fit	4.2	4
28.	to have close friends	4.2	5
29.	to set high goals	4.3	4
30.	to be able to adapt to change	4.5	5

TABLE 7
IMPORTANCE RANKING OF VALUES PARENTS HAVE FOR RAISING A SON

Value	Ranking	Raw Score
to be honest	1	49
to be interested in learning	2	42
to be considerate of others	2	42
to be a hard worker	3	34
to be dependable	4	27
to be able to adapt to change	5	26
to be loyal to his family	5	26
to be religious	6	24
to be affectionate	7	22
to be able to support himself	8	21
to respect authority	9	20
to have good manners	9	20
to set high goals	10	19
to understand the feelings of others	11	18
to be ambitious	12	16
to be neat and clean	13	15
to enjoy relaxing and playing	13	15
to be a good listener	13	15
to have close friends	14	13
to be able to defend himself	15	11
to keep physically fit	15	11
to be aggressive	16	8
to control his emotions	17	7
to be able to tolerate high stress	18	6
to have a close sexual relationship when he is old enough	19	5
to speak out in front of others	20	4
to marry and have children	21	1
to make a lot of money	21	1
to always save money	21	1
to be popular	22	0

TABLE 8
IMPORTANCE RANKING OF VALUES PARENTS HAVE FOR RAISING A DAUGHTER

Value	Ranking	Raw Score
to be considerate of others	1	38
to be interested in learning	2	35
to understand the feelings of others	3	30
to be able to support herself	4	28
to be dependable	4	28
to be a hard worker	5	27
to be affectionate	6	25
to be neat and clean	7	24
to be able to adapt to change	8	22
to be honest	9	21
to respect authority	10	19
to be ambitious	10	19
to be loyal to her family	11	18
to have good manners	11	18
to be a good listener	12	16
to set high goals	13	15
to keep physically fit	14	14
to enjoy relaxing and playing	14	14
to control her emotions	15	13
to have close friends	16	12
to be religious	17	11
to be able to tolerate high stress	18	9
to be aggressive	18	9
to be able to defend herself	19	8
to have a close sexual relationship when she is old enough	20	7
to marry and have children	21	3
to be popular	22	2
to always save money	22	2
to make a lot of money	22	2
to speak out in front of others	23	1

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value for boys, it was rated ninth for girls; family loyalty and being religious were also ranked considerably higher for raising a son than raising a daughter. Values which were ranked much higher for girls than for boys were "understanding the feelings of others," and "to be able to support herself." The difference in ranking for the latter value is not as easily interpreted as the former given the differential sex role socialization for boys and for girls. The high ranking of being self-supporting for girls than for boys may in fact be a reflection of a kind of reactionary thinking--a kind of over compensation for society's historical response to women who are financially independent.

M. STATISTICAL ANALYSES OF DATA

Statistical tests of significance were conducted on different parts of the survey to identify differential effects of social class, parent gender, and ethnicity. In the first series of analyses parents' attitudes about family life were used as the dependent variable. A three-way analysis of variance (ANOVA) was performed using ethnicity, parent gender, and social class as the independent variables and parents' ratings of agreement with the statement, "I think my spouse is a good parent." There was a significant two-way interaction with ethnicity and social class, $f = 3.52$, $df = 2$, $p \leq .05$ as well as a significant three-way interaction between ethnicity, parent gender, and social class ($f = 3.05$, $df = 2$, $p \leq .05$) (see Table 9). The mean scores suggest that there is little or no social class difference between White mothers' and fathers' ratings of their spouse as a good parent, but lower SES Blacks and higher SES Mexican Americans rate their spouses higher than middle SES Blacks or lower SES Mexican Americans. The two highest ratings of spouses as good

TABLE 9
A THREE-WAY ANOVA: PARENT ATTITUDES ABOUT THEIR SPOUSE BEING A GOOD PARENT BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

	Sum of Squares	df	Mean Squares	f	Sig. of f
Ethnicity	.02	2	.01	.04	.96
Social Class	.108	1	.108	.32	.57
Parent Gender	.19	1	.19	.58	.45
Ethnicity x Social Class	2.10	2	1.05	3.15	.05*
Ethnicity x Parent Gender	.38	2	.19	.57	.57
Social Class x Parent Gender	.001	1	.001	.004	.947
Ethnicity x Social Class x Parent Gender	2.03	2	1.01	3.05	.05*
Explained	4.81	11	.43	1.32	.24
Residual	15.60	47	.33		

*p $\leq$ .05

parents were by lower SES Black fathers and higher SES Mexican American fathers (see Table 10). Lower SES Mexican American fathers produced the lowest mean rating of their spouse as a good parent ($\overline{x} = 4.0$). It should be noted that the rating scale was 1-5, so a mean score of 4.0 is still a high rating. The pattern of results suggest that social class makes a difference about how different ethnic groups regard their spouse and that these differences are further delineated when broken down by parent gender.

A three-way analysis of variance was conducted using ethnicity, social class, and parent gender as independent variables and parents' attitudes regarding the following statement, "It is important for parents to have their own lives and interests, even if it means spending less time with the children." There was a significant main effect for ethnicity ($f = 4.1$, $df = 2$, $p \leq .02$) and social class ($f = 3.9$, $df = 1$, $p \leq .05$) (see Table 11). Means scores suggest that White parents feel significantly different than Blacks or Mexican Americans in their attitude about this statement as they were inclined to agree with this statement where the latter groups of parents were inclined to disagree. Social class differences resulted in lower SES parents tending to disagree with the statement and middle SES parents tending to agree (see Table 12 for mean scores).

A three-way analysis of variance was conducted using ethnicity, social class, and parent gender as independent variables and parent responses to the statement, "The man should be the main supporter of the family." Significant main effects occurred for ethnicity ($f = 5.3$, $df = 2$, $p \leq .009$) and parent gender ($f = 4.5$, $df = 1$, $p \leq .04$) (see Table 13). As a group, Mexican American parents tended to disagree with this statement where Blacks and Whites tended to agree. Lower income Black fathers had the highest

TABLE 10
MEAN SCORES FOR PARENTS' ATTITUDES ABOUT THEIR SPOUSE BEING A GOOD PARENT BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

		Ethnicity						
		White		Black		Chicano		
		Mother	Father	Mother	Father	Mother	Father	
Social Class	Lo	4.6	4.4	4.2	5.0	4.2	4.0	$\overline{X} = 4.4$
	Mid	4.4	4.4	4.4	4.2	4.4	5.0	$\overline{X} = 4.5$
		$\overline{X} = 4.45$		$\overline{X} = 4.45$		$\overline{X} = 4.4$		

TABLE 11
A THREE-WAY ANOVA: PARENTS' ATTITUDES ABOUT "LIVING THEIR OWN LIVES" BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

	Sum of Squares	df	Mean Squares	f	Sig. of f
Ethnicity	9.31	2	4.66	4.10	.02*
Social Class	4.50	1	4.50	3.91	.05*
Parent Gender	.10	1	.10	.09	.77
Ethnicity x Social Class	.23	2	.11	.10	.91
Ethnicity x Parent Gender	1.02	2	.51	.45	.64
Social Class x Parent Gender	1.80	1	1.80	1.60	.22
Ethnicity x Social Class x Parent Gender	1.30	2	.64	.56	.58
Explained	18.18	11	1.65	1.45	.18
Residual	53.55	47	1.14		

$^*p \leq .05$

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TABLE 12
MEAN SCORES FOR PARENTS' ATTITUDES ABOUT "LIVING THEIR OWN LIVES" BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

		Ethnicity						
		White		Black		Chicano		
		Mother	Father	Mother	Father	Mother	Father	
Social Class	Lo	3.4	2.8	2.4	2.8	2.8	1.8	$\overline{X} = 2.7$
	Mid	3.6	4.0	3.0	3.2	2.6	2.8	$\overline{X} = 3.2$
		$\overline{X} = 4.45$		$\overline{X} = 4.45$		$\overline{X} - 4.4$		

TABLE 13

A THREE-WAY ANOVA: PARENT ATTITUDES ABOUT MEN BEING THE PRIMARY SUPPORTERS OF THEIR FAMILIES BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

	Sum of Squares	df	Mean Squares	f	Sig. of f
Ethnicity	14.96	2	7.48	5.30	.009**
Social Class	4.11	1	4.11	2.90	.09
Parent Gender	6.44	1	6.44	4.55	.04*
Ethnicity x Social Class	.84	2	.42	.30	.75
Ethnicity x Parent Gender	1.63	2	.82	.58	.57
Social Class x Parent Gender	.00	1	.00	.00	.99
Ethnicity x Social Class x Parent Gender	6.90	2	3.45	2.43	.10
Explained	34.38	11	3.13	2.21	.03
Residual	66.60	47	1.42		

*p $\leq$ .05
**p $\leq$ .01

group mean score of 4.5 suggesting strong agreement with this statement. There were two sets of parents, middle SES Whites and lower SES Blacks that had markedly different mean ratings. Middle SES White mothers tended to disagree where their husbands tended to agree. The same pattern existed between Black lower income mothers and fathers where the difference between mean scores was 1.8 and 1.7, respectively. Means scores for mothers and fathers for all groups suggest that mothers do not agree that their husbands should be the main supporters of their families where the fathers feel they should provide primary support for their families. These results would appear to reflect more liberal attitudes on the part of the mothers regarding traditional roles for males and females in our society. It may also reflect the fact that most of the mothers in this study worked full or part time and may be more inclined to have a more liberal attitude (see Table 14 for means scores).

A three-way analysis of variance was conducted using ethnicty, social class, and parent gender as independent variables and degree of parent agreement with the statement, "A woman with small children should not work unless it is absolutely necessary" as the dependent variable. There was a significant main effect for social class ($f = 6.78$, $df = 1$, $p \leq .01$) and a significant interaction effect for ethnicity and social class ($f = 4.2$, $df = 2$, $p \leq .02$) (see Table 15). Lower SES mothers and fathers tended to agree that mothers with small children should not work ($\overline{x} = 3.4$) where middle SES parents did not ($\overline{x} = 2.4$). Where there was little or no difference in mean scores by social class for Mexican American parents, Black lower SES parents had a mean score of 4.0 and middle SES Black parents had a mean score of 2.0. The same pattern existed by social class for White

TABLE 14
MEAN SCORES FOR PARENT ATTITUDES ABOUT MEN BEING THE PRIMARY SUPPORTERS OF THEIR FAMILIES BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

Ethnicity

Social Class	White		Black		Chicano		
	Mother	Father	Mother	Father	Mother	Father	
Lo	3.8	3.8	2.8	4.5	2.2	2.6	$\overline{X} = 3.3$
Mid	2.2	4.0	2.8	3.0	2.2	2.2	$\overline{X} = 2.7$
	$\overline{X} = 3.45$		$\overline{X} = 3.3$		$\overline{X} = 2.3$		

Mothers: $\overline{X} = 2.6$

Fathers: $\overline{X} = 3.4$

TABLE 15
A THREE-WAY ANOVA: PARENT ATTITUDES ABOUT WOMEN WITH YOUNG CHILDREN WORKING BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

	Sum of Squares	df	Mean Squares	f	Sig. of f
Ethnicity	5.33	2	2.67	1.87	.17
Social Class	9.69	1	9.69	6.78	.01**
Parent Gender	.00	1	.00	.00	.97
Ethnicity x Social Class	12.05	2	6.03	4.22	.02*
Ethnicity x Parent Gender	4.19	2	2.09	1.46	.24
Social Class x Parent Gender	.17	1	.17	.12	.73
Ethnicity x Social Class x Parent Gender	5.60	2	2.80	1.96	.15
Explained	36.78	11	3.34	2.34	.02
Residual	67.15	47	1.43		

* $p \leq .05$
* $p \leq .05$

mothers and fathers, though not to the same degree (see Table 16). It is not surprising that the more "liberal" attitudes regarding women and work would be held by middle SES parents, though it may be surprising that the most liberal attitudes were reflected in responses by Mexican American parents, a group which is oftentimes described as being very traditional in their attitudes about male and female sex roles, child rearing, etc. Mexican American fathers had the lowest mean score for this item, tending to strongly disagree with the statement. Lower SES Black fathers tended to strongly agree with the statement suggesting, as in the previous set of results, their being considerably more traditional than Mexican American fathers and slightly more traditional than White fathers in the same social class.

Differences in parents' attitudes about their community were analyzed by creating a single score based on parent responses to all of the items in this section of the survey. A two-way analysis of variance was conducted using this single mean score as the dependent variable and ethnicity and social class as the independent variables. There were no significant results on this analysis, though the social class variable tended towards significance with the lower income parents feeling less positive about their community and neighborhood (see Table 17 and Table 18 for these results).

Differences in parent concerns were studied by creating a single dependent variable based on the parents' responses to each of the items in this section of the survey. Responses were summed and a mean score was created. Using this as the dependent variable, a three-way analysis of variance was conducted using ethnicity, social class, and parent gender

TABLE 16
MEAN SCORES FOR PARENT ATTITUDES ABOUT WOMEN WITH YOUNG CHILDREN WORKING BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

Ethnicity

		White		Black		Chicano		
		Mother	Father	Mother	Father	Mother	Father	
Social Class	Lo	4.0	3.8	3.2	4.8	3.2	1.2	$\overline{X} = 3.4$
	Mid	2.6	3.4	2.2	1.8	3.0	1.3	$X = 2.4$
		$\overline{X} = 3.5$		$\overline{X} = 3.0$		$\overline{X} = 2.2$		

Mothers: $\overline{X} = 3.0$

Fathers: $\overline{X} = 3.0$

TABLE 17

A THREE-WAY ANOVA: DEGREE OF PARENTAL CONCERN BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

	Sum of Squares	df	Mean Squares	f	Sig. of f
Ethnicity	.18	2	.09	.34	.71
Social Class	1.87	1	1.87	6.98	.01**
Parent Gender	.71	1	.71	2.67	.11
Ethnicity x Social Class	.48	2	.24	.90	.41
Ethnicity x Parent Gender	.37	2	.18	.69	.51
Social Class x Parent Gender	.00	1	.00	.00	.93
Ethnicity x Social Class x Parent Gender	.17	2	.08	.31	.73
Explained	3.81	11	.35	1.30	.26
Residual	12.56	47	.27		

**$p \leq .05$

TABLE 18

MEAN SCORES FOR PARENT ATTITUDES ABOUT THE DEGREE OF PARENTAL CONCERN BY ETHNICITY, SOCIAL CLASS AND PARENT GENDER

Social Class	White		Black		Chicano		
	Mother	Father	Mother	Father	Mother	Father	
Lo	3.1	3.2	3.2	2.9	3.5	3.0	$\overline{X} = 3.2$
Mid	2.7	2.6	3.1	2.8	2.9	2.6	$\overline{X} = 2.8$
	$\overline{X} = 2.9$		$\overline{X} = 3.0$		$\overline{X} = 3.0$		

Ethnicity

as the independent variables. There was a significant main effect for social class (f = 6.98, df = 1, $p \leq .01$) (see Table 19). Mean scores suggest that lower SES parents tend to have more concerns than middle SES parents (see Table 20). This would make sense as statistics would uphold that children from lower SES backgrounds have higher rates of early pregnancy, drug usage, dropping out of school, and do not appear to have the employment opportunities of their middle class counterparts. Consequently, the increased level of concern from parents in the lower SES group may be a realistic consideration of their circumstances.

A series of T-tests were conducted to identify significant differences in parents' ratings of thirty values in terms of their sons and in terms of their daughters. This resulted in seven significant differences (see Table 21). In each case, the value was rated as more important for raising a son than for raising a daughter. The six values included honesty, speaking out in front of others, being popular, being able to defend oneself, being considerate of others, being able to support oneself, and keeping physically fit. Researchers in sex role socialization would interpret this pattern of results as evidence for unchanged attitudes regarding the social value attached to being male as opposed to being female and the increased importance of parents socializing their sons with a different, i.e., "higher" value system than their daughters.

TABLE 19
A THREE-WAY ANALYSIS OF VARIANCE USING ETHNICITY, SOCIAL CLASS AND PARENT GENDER AS INDEPENDENT VARIABLES AND PARENT CONCERNS AS THE DEPENDENT VARIABLE

	Sum of Squares	df	Mean Squares	f	Sig of f
Ethn	.401	2	.201	.799	.456
SocCl	2.52	1	2.52	10.03	.003**
ParGen	.526	1	.526	2.095	.154
Ethn x SocCl	.792	2	.396	1.576	.217
Ethn x ParGen	.303	2	.151	.602	.552
SocCl x ParGen	.01	1	.01	.04	.84
Ethn x SocCl x ParGen	.046	2	.023	.091	.913
Explained	4.57	11	.416	1.654	.115
Residual	11.81	47	.251		

* $p \leq .05$
** $p \leq .01$

TABLE 20
MEAN SCORES FOR ANALYSIS OF VARIANCE
USING PARENT CONCERNS AS THE DEPENDENT VARIABLE

		Ethn						
		White		Black		Chicano		
		Mother	Father	Mother	Father	Mother	Father	
SocCl	Lo	3.1	3.1	3.2	2.8	3.5	3.1	$\bar{X}$ 3.13
	Mid	2.6	2.5	3.1	2.8	2.9	2.7	$\bar{X}$ 2.76
		$\bar{X}$ = 2.82		$\bar{X}$ = 3.0		$\bar{X}$ = 3.05		

TABLE 21
MEAN DIFFERENCES FOR PARENTS' VALUES FOR THEIR SONS AND THEIR DAUGHTERS

		For Boys		For Girls	
		$\bar{X}$	Mode	$\bar{X}$	Mode
1.	to be honest*	4.9	5	4.8	5
2.	to have good manners	4.4	5	4.5	5
3.	to respect authority	4.2	5	4.2	5
4.	to marry and have children	3.6	3	3.2	4
5.	to control his emotions	3.6	3	3.6	4
6.	to be interested in learning	4.7	4	4.7	5
7.	to make a lot of money	3.1	3	3.1	3
8.	to speak out in front of others*	3.7	3	3.5	3
9.	to be loyal to his/her family	4.4	5	4.4	5
10.	to be popular*	2.8	3	3.0	3
11.	to be a hard worker	4.5	5	4.4	5
12.	to be able to defend himself/herself*	4.2	5	4.0	4
13.	to be affectionate	4.4	5	4.4	5
14.	to be religious	3.8	4	3.9	4
15.	to be considerate of others*	4.8	5	4.7	5
16.	to be dependable	4.8	5	4.7	5
17.	to be neat and clean	4.4	5	4.4	5
18.	to be able to support himself/herself*	4.6	5	3.6	4
19.	to always save money	3.6	4	4.2	4
20.	to be ambitious	4.1	4	3.2	3
21.	to enjoy relaxing and playing	4.2	4	4.6	5
22.	to have a close sexual relationship when he/she is old enough*	3.4	3	4.5	5
23.	to understand the feelings of others	4.6	5	3.5	4
24.	to be a good listener	4.5	5	4.5	5
25.	to be aggressive	3.4	4	3.5	4
26.	to be able to tolerate high stress	4.0	5	4.0	5
27.	to keep physically fit*	4.3	5	4.2	4
28.	to have close friends	4.1	5	4.2	5
29.	to set high goals	4.4	4	4.3	4
30.	to be able to adapt to change	4.5	5	4.5	5

*$p \leq .05$

N. SUMMARY

Please note that the Summary, Conclusions, and Recommendations Section for Area Focus Two is not enclosed. The person having major responsibility for writing the report for this research effort was Melinda Longtain, Research Associate. She resigned from the Project effective November 30, 1981. However, she was on leave from November 9 through 30. During that time she wrote parts of the final report. It was indicated by Melinda that she would have all of the written parts completed for submission with final reports for the other two areas.

Thus far, we have been unable to obtain the final written section of Area Focus Two from Melinda. This is complicated by the fact that she has begun work at a new job. Several telephone calls to her have been unsuccessful in getting a definitive reply regarding when and/or if the section will be completed. As soon as we can receive additional information leading to a resolve of this matter, I will contact you (Dr. Collins).

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APPENDIX A

NAME ____________________

VALUES PARENTS HAVE FOR THEIR CHILDREN

Parents have many values they would like to pass on to their children. Please rate the importance of each value listed below. Think of the importance of each value in terms of raising a daughter. Ask yourself how important you think each value is for your daughter to become a happy and successful adult.

You will be using a five-point rating scale. Number 1 will mean very low importance and number 5 will mean very high importance.

		IMPORTANCE RATING				
		Low				High
1.	to be honest	1	2	3	4	5
2.	to have good manners	1	2	3	4	5
3.	to respect authority	1	2	3	4	5
4.	to marry and have children	1	2	3	4	5
5.	to control her emotions	1	2	3	4	5
6.	to be interested in learning	1	2	3	4	5
7.	to make a lot of money	1	2	3	4	5
8.	to speak out in front of others	1	2	3	4	5
9.	to be loyal to her family	1	2	3	4	5
10.	to be popular	1	2	3	4	5
11.	to be a hard worker	1	2	3	4	5
12.	to be able to defend herself	1	2	3	4	5
13.	to be affectionate	1	2	3	4	5
14.	to be religious	1	2	3	4	5
15.	to be considerate of others	1	2	3	4	5
16.	to be dependable	1	2	3	4	5
17.	to be neat and clean	1	2	3	4	5
18.	to be able to support herself	1	2	3	4	5
19.	to always save money	1	2	3	4	5
20.	to be ambitious	1	2	3	4	5
21.	to enjoy relaxing and playing	1	2	3	4	5
22.	to have a close sexual relationship when she is old enough	1	2	3	4	5
23.	to understand the feelings of others	1	2	3	4	5
24.	to be a good listener	1	2	3	4	5
25.	to be aggressive	1	2	3	4	5
26.	to be able to tolerate high stress	1	2	3	4	5
27.	to keep physically fit	1	2	3	4	5
28.	to have close friends	1	2	3	4	5
29.	to set high goals	1	2	3	4	5
30.	to be able to adapt to change	1	2	3	4	5

Over

TEN MOST IMPORTANT VALUES FOR GIRLS

Please look at the list of items again and decide which are the ten most important values for girls. Place the numbers of each in the following blanks. Put the most important value first. For example, if the most important value is "to be honest," you would write the number one (1) in the first blank.

MOST IMPORTANT ITEMS FOR GIRLS

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Review of Items:

1. to be honest
2. to have good manners
3. to respect authority
4. to marry and have children
5. to control her emotions
6. to be interested in learning
7. to make a lot of money
8. to speak out in front of others
9. to be loyal to her family
10. to be popular
11. to be a hard worker
12. to be able to defend herself
13. to be affectionate
14. to be religious
15. to be considerate of others
16. to be dependable
17. to be neat and clean
18. to be able to support herself
19. to always save money
20. to be ambitious
21. to enjoy relaxing and playing
22. to have a close sexual relationship when she is old enough
23. to understand the feelings of others
24. to be a good listener
25. to be aggressive
26. to be able to tolerate high stress
27. to keep physically fit
28. to have close friends
29. to set high goals
30. to be able to adapt to change

NAME ____________________

VALUES PARENTS HAVE FOR THEIR CHILDREN

Parents have many values they would like to pass on to their children. Please rate the importance of each value listed below. Think of the importance of each value in terms of raising a son. Ask yourself how important you think each value is for your son to become a happy and successful adult.

You will be using a five-point rating scale. Number 1 will mean very low importance and number 5 will mean very high importance.

		IMPORTANCE RATING				
		Low				High
1.	to be honest	1	2	3	4	5
2.	to have good manners	1	2	3	4	5
3.	to respect authority	1	2	3	4	5
4.	to marry and have children	1	2	3	4	5
5.	to control his emotions	1	2	3	4	5
6.	to be interested in learning	1	2	3	4	5
7.	to make a lot of money	1	2	3	4	5
8.	to speak out in front of others	1	2	3	4	5
9.	to be loyal to his family	1	2	3	4	5
10.	to be popular	1	2	3	4	5
11.	to be a hard worker	1	2	3	4	5
12.	to be able to defend himself	1	2	3	4	5
13.	to be affectionate	1	2	3	4	5
14.	to be religious	1	2	3	4	5
15.	to be considerate of others	1	2	3	4	5
16.	to be dependable	1	2	3	4	5
17.	to be neat and clean	1	2	3	4	5
18.	to be able to support himself	1	2	3	4	5
19.	to always save money	1	2	3	4	5
20.	to be ambitious	1	2	3	4	5
21.	to enjoy relaxing and playing	1	2	3	4	5
22.	to have a close sexual relationship when he is old enough	1	2	3	4	5
23.	to understand the feelings of others	1	2	3	4	5
24.	to be a good listener	1	2	3	4	5
25.	to be aggressive	1	2	3	4	5
26.	to be able to tolerate high stress	1	2	3	4	5
27.	to keep physically fit	1	2	3	4	5
28.	to have close friends	1	2	3	4	5
29.	to set high goals	1	2	3	4	5
30.	to be able to adapt to change	1	2	3	4	5

TEN MOST IMPORTANT VALUES FOR BOYS

Please look at the list of items again and decide which are the ten most important values for boys. Place the numbers of each in the following blanks. Put the most important value first. For example, if the most important value is "to be honest," you would write the number one (1) in the first blank.

MOST IMPORTANT ITEMS FOR BOYS

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

Review of Items:

1. to be honest
2. to have good manners
3. to respect authority
4. to marry and have children
5. to control his emotions
6. to be interested in learning
7. to make a lot of money
8. to speak out in front of others
9. to be loyal to his family
10. to be popular
11. to be a hard worker
12. to be able to defend himself
13. to be affectionate
14. to be religious
15. to be considerate of others
16. to be dependable
17. to be neat and clean
18. to be able to support himself
19. to always save money
20. to be ambitious
21. to enjoy relaxing and playing
22. to have a close sexual relationship when he is old enough
23. to understand the feelings of others
24. to be a good listener
25. to be aggressive
26. to be able to tolerate high stress
27. to keep physically fit
28. to have close friends
29. to set high goals
30. to be able to adapt to change

GENERAL INFORMATION

1. Name____

2. How long have you been married?___________________________

3. How many children do you have?___________________________

4. What are the ages of your children?________________________

5. What is your job title?________________________________

6. What is the highest grade you completed in school?______________

7. Do you have any people other than the immediate family living with you? For example, a grandparent, a cousin, or a niece?

   a. Relative 1:____________________________________

   b. Relative 2:____________________________________

   c. Relative 3:____________________________________

8. How often does someone other than you or your spouse stay with the children?

   Never____ Rarely____ Sometimes____ Often____

9. Which of the following people have stayed with your children?

   ___Grandparents

   ___Brother or sister

   ___Neighbor

   ___Oldest child in the family

   ___Cousin

   ___Aunt or uncle

   ___Babysitter (unrelated to family)

10. Have you ever participated in a class on parenting? If so, what was it and who sponsored it?

    ____

    ____

11. Do you have a religious preference? ____No ____Yes

    If so, what is it?____________________________________

Over

12. Are you a member of any groups, clubs, or organizations? (trade unions, church groups, health clubs, etc.) ___No ___Yes

If so, what are they? 1.____________________

2.____________________

3.____________________

4.____________________

13. Are your children members of any clubs or organizations? (church groups, Scouts, band, Little League baseball, etc.)

_____No ____Yes

If so, what are they? 1.____________________

2.____________________

3.____________________

4.____________________

14. Are you healthy most of the time? ____No ____Yes

15. Are your children healthy most of the time? _____No _____Yes

16. Do you feel like you have any special problems as a parent?

____

____

____

____

____

____

THE REMAINDER OF THE SURVEY WILL BE ASKING FOR YOUR ATTITUDES AND OPINIONS ABOUT MORE SPECIFIC FAMILY MATTERS. PLEASE ANSWER AS HONESTLY AS YOU CAN. THANK-YOU.

NAME ______________________

SURVEY OF PARENT ATTITUDES

Attitudes about Family Life

We would like to find out what you think about certain family matters. Please indicate how much you agree or disagree with the following statements by circling the response that best describes how you feel about each statement. Be sure the response you circle is how you actually feel and not what you think you should feel. There are no right or wrong answers.

How You Actually Feel

1...Strongly Disagree (SD)
2...Disagree (D)
3...Neutral (N)
4...Agree (A)
5...Strongly Agree (SA)

		How You Actually Feel				
		SD	D	N	A	SA
1.	I feel good about the future of our family.	1	2	3	4	5
2.	Our family members are so busy with their own friends and their own interests that we hardly get together anymore.	1	2	3	4	5
3.	I get a lot of enjoyment from our family.	1	2	3	4	5
4.	Parents themselves are to blame for how their children turn out.	1	2	3	4	5
5.	I think boys and girls should be raised differently.	1	2	3	4	5
6.	I like to invite friends to our house.	1	2	3	4	5
7.	I get angry when I can't buy things for my family.	1	2	3	4	5
8.	For the sake of children, parents should stay together even if they are unhappy.	1	2	3	4	5
9.	My spouse and I agree on how to raise the children.	1	2	3	4	5
10.	Parents should always be ready to make sacrifices for their children.	1	2	3	4	5
11.	The people in our house argue too much.	1	2	3	4	5
12.	I am satisfied with the amount of time our family has together.	1	2	3	4	5
13.	A woman with small children should not work unless it is absolutely necessary.	1	2	3	4	5
14.	Raising children has been harder than I expected.	1	2	3	4	5
15.	I think I am a good parent.	1	2	3	4	5
16.	Friends feel comfortable in our home.	1	2	3	4	5
17.	Our family does not turn to each other when they need help.	1	2	3	4	5
18.	The man should be the main supporter of the family.	1	2	3	4	5
19.	I am satisfied with the way our family solves its problems.	1	2	3	4	5

		How You Actually Feel				
		SD	D	N	A	SA
20.	I feel like we never get ahead, no matter how hard we try.	1	2	3	4	5
21.	Our family has almost everything it needs to be happy.	1	2	3	4	5
22.	It is important for parents to have their own lives and interests, even if it means spending less time with their children.	1	2	3	4	5
23.	Our children feel comfortable having their friends visit at our house.	1	2	3	4	5
24.	I think my spouse is a good parent.	1	2	3	4	5
25.	I hope our children will make more money than their parents.	1	2	3	4	5
26.	The people in our house show how much they care about each other.	1	2	3	4	5
27.	Parents should provide their children with some privacy.	1	2	3	4	5
28.	In today's world, everyone needs help rearing their children.	1	2	3	4	5
29.	Parents should leave their children alone as much as possible.	1	2	3	4	5
30.	Strict, old-fashioned discipline and upbringing are still the best ways to raise children.	1	2	3	4	5

Attitudes about Community Life

We would like to find out how you feel about issues regarding your local community and immediate neighborhood. Please indicate how much you agree or disagree with the following statements by circling the response that best describes how you feel. Be sure to tell us exactly how you feel. The responses are numbered just like the previous exercise.

		How you Actually Feel				
		SD	D	N	A	SA
1.	There are nice parks and play areas in our neighborhood.	1	2	3	4	5
2.	I worry about my children when they are out playing in the neighborhood.	1	2	3	4	5
3.	The parents in this neighborhood do a good job of raising their children.	1	2	3	4	5
4.	I live in a safe neighborhood.	1	2	3	4	5
5.	I feel good about the education my children are getting.	1	2	3	4	5
6.	I can depend on my neighbors for help when I need it.	1	2	3	4	5
7.	I would move out of this neighborhood if I could.	1	2	3	4	5

		How You Actually Feel				
		SD	D	N	A	SA
8.	The people living in this neighborhood stick together.	1	2	3	4	5
9.	I participate in community activities.	1	2	3	4	5
10.	I can share my problems with at least one person in the neighborhood.	1	2	3	4	5
11.	I know many people in my neighborhood.	1	2	3	4	5
12.	I have met my children's teachers.	1	2	3	4	5
13.	I feel comfortable going to my children's schools.	1	2	3	4	5
14.	I like my neighbors.	1	2	3	4	5

Parents and Children Talking

Parents and children can talk about many things together. Some of the topics that parents and children discuss may be difficult to talk about. Please read the following list of topics and decide how easy or how difficult it is or it would be for you to discuss these topics with your children. Please rate each topic, even if your children are not old enough to discuss them yet. Use a rating scale from 1 to 5, where 1 is very easy and 5 is very difficult. Circle the number that best describes how easy or how difficult it would be for you to talk with your children about each topic.

				Rating		
		Easy				Difficult
1.	Death	1	2	3	4	5
2.	Homosexuality	1	2	3	4	5
3.	Family problems	1	2	3	4	5
4.	Money	1	2	3	4	5
5.	Your own personal faults	1	2	3	4	5
6.	Smoking cigarettes	1	2	3	4	5
7.	Using drugs	1	2	3	4	5
8.	Drinking alcohol	1	2	3	4	5
9.	Religion	1	2	3	4	5
10.	Your own feelings and emotions	1	2	3	4	5
11.	Sex	1	2	3	4	5
12.	Child's problems at school	1	2	3	4	5
13.	Love	1	2	3	4	5
14.	Morality	1	2	3	4	5
15.	Values	1	2	3	4	5
16.	Birth control	1	2	3	4	5
17.	Dating	1	2	3	4	5
18.	Choice of friends	1	2	3	4	5

Concerns about Raising Children

All parents worry about how they are raising their children. Different parents worry about different things. In this section we would like to find out how you feel about some concerns that parents may have about raising children. Please follow the same set of instructions used in the two previous exercises.

		How You Actually Feel				
		SD	D	N	A	SA
1.	I feel like I push my children.	1	2	3	4	5
2.	I feel guilty when I can't buy things for my children.	1	2	3	4	5
3.	I feel like I am too strict with my children.	1	2	3	4	5
4.	I worry about my children dropping out of school when they are older.	1	2	3	4	5
5.	I worry about my children not being able to get good jobs when they are older.	1	2	3	4	5
6.	I think violence on TV is bad for children.	1	2	3	4	5
7.	I worry about my children being badly influenced by other people.	1	2	3	4	5
8.	I worry about my children not going to college.	1	2	3	4	5
9.	I worry about the kinds of food my children eat.	1	2	3	4	5
10.	I feel like I should spend more time with my children.	1	2	3	4	5
11.	I worry about my children becoming involved with drugs.	1	2	3	4	5
12.	I worry about setting a bad example for my children.	1	2	3	4	5
13.	I will be hurt if my children move far away when they are older.	1	2	3	4	5
14.	I worry about my children becoming parents when they are too young.	1	2	3	4	5

PARENT INTERVIEW: PART I

PARENTS AND CHILDREN TOGETHER

INSTRUCTIONS:

The following stories describe some different situations that could come up between parents and children. Please pretend you are the parent of the child presented in each story. Some of the children in the stories will be older or younger than your own children. Please go ahead and pretend that you are the parent of that child. After listening to the story, tell me exactly what you would say and do. There is no right or wrong answer, so please don't be concerned with that. Just tell me what you would really say or do in each situation.

Story 1

Maria, your three year old daughter, has been very quiet. You just found her coloring on the walls.

a. You would: ____

____

____

____

b. Reasoning behind the response: ____________________________

____

____

c. What are the thoughts and feelings of the people in this story?

Maria, three years old: ______________________________

____

Parent: ______________________________________

____

Comments: (Probe: Would the parent response change if this were the second or third time Maria had colored on the walls?)

Story 2

You and your husband (wife) are going out for the evening. As you say goodbye to your six year old, John, he begins to cry very hard, crying for you not to go. He doesn't seem to be sick and the babysitter has stayed with him before without any problems.

a. You would: ____

____

____

____

b. Reasoning behind response: ____

____

____

c. What are the thoughts and feelings of the people in this story?

John, six years old: ____

____

Parent: ____

____

Comments:

Story 3

Your ten year old daughter has been studying for a math test she is dreading. The morning of the test you notice her stalling around, about to be late for school. When you remind her to hurry up and go to school, she says she is sick.

a. You would: ____

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What are the thoughts and feelings of the people in this story?

Daughter, ten years: _________________________________

____

Parent: ____

____

Comments: (Probes: What would your response be if your daughter wasn't really sick but pretended to be sick?)

Story 4

Your four year old son, Willie, has been working on a puzzle. Even though the puzzle is not too hard for him, he is starting to get angry with it. He just threw a puzzle piece on the floor and shouted at you saying, "This puzzle is stupid and so are you."

a. You would:

b. Reasoning behind response:

c. What are the thoughts and feelings of the people in this story?

Willie, four years old:

Parent:

Comments: (Probe: How should children act towards their parents?)

Story 5

You have been working hard all day and are feeling tired. You finally sit down and begin to relax. You have started reading the newspaper or watching TV when you 9 year old calls for you to come and look at something she did in her room.

a. You would: ____

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What are the thoughts and feelings of the people in this story?

Daughter, 9 years old: _____________________________________

____

Parent: ____

____

Comments:

Story 6

Your twelve year old son is on a city football team. He had an argument with the coach at the last practice and now he doesn't want to play in the championship game this afternoon.

a. You would:

b. Reasoning behind response:

c. What are the thoughts and feelings of the people in this story?

Son, 12 years old:

Parent:

Comments:

Story 7

Your four year old daughter, Stephanie, has a young boy and girl from the neighborhood come and visit. They have been playing in her room for the last hour or so. They have started giggling so loudly you are getting annoyed. When you open the bedroom door, you find all three of them under the bed covers with their clothes off.

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What are the thoughts and feelings of the people in this story?

Stephanie, 4 years old: ______________________________

____

Parent: ______________________________

____

Comments:

Story 8

You made an agreement with your ten year old son to do a particular household job for extra money. This is the first time you have worked out a money reward for his doing any extra chores. When you inspect his work you find that he has not done a good job, yet he still expects to get paid.

a. You would: ____

____

____

____

b. Reasoning behind response: ____

____

____

c. What are the thoughts and feelings of the people in this story?

Son, 10 years old: ____

____

Parent: ____

____

Comments:

Story 9

Your daughter's second grade teacher just called you and asked you why you have refused to conference with her. You have no idea what she is talking about. Apparently, your daughter has been in trouble at school and has not given you any of the notes the teacher sent home with her. As you hang up the phone, your daughter walks into the room.

a. You would:

b. Reasoning behind response:

c. What are the thoughts and feelings of the people in this story?

Daughter, 7 years old:

Parent:

Comments: (Probe: What should a parent do if a child continually lies?)

Story 10

Your fifteen year old daughter, Michele, wants to go to the mall and "hang out." You know that is where a lot of kids go on the weekends. Recently, there has been increasing trouble there, and you know some of the kids go there to drink, smoke pot in the parking lot, and generally look for trouble. At the same time, you know that there are also some good kids who go to the mall and meet friends, too.

a. You would: ______________________________

b. Reasoning behind response: ______________________________

c. What are the thoughts and feelings of the people in this story?

Michele, 15 years old: ______________________________

Parent: ______________________________

Comments: (Probe: What can parents do to keep their children out of trouble?)

Story 11

The school principal has just called you at work. Your six year old son, Ronnie, has been in a fight at school. He has a black eye and a cut lip; so does the other student. Ronnie says the other boy started it by calling him a "punk."

a. You would: ______________________________

b. Reasoning behind response: ______________________________

c. What are the thoughts and feelings of the people in this story?

Ronnie, 6 years old: ______________________________

Parent: ______________________________

Comments:

Story 12

Your 17 year old son has been working part time at the supermarket in your neighborhood. He is a cashier and makes a good hourly wage and could have employee benefits if he joined the union. The manager of the store has offered your son a job at a good salary, but he would have to work full time. You son wants to quit school and take the job.

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What are the thoughts and feelings of the people in this story?

Son, 17 years old: ______________________________

____

Parent: ______________________________

____

Comments:

Story 13

You just walked into the bedroom and saw your ten year old daughter taking money from your wallet without permission. You have just caught her in the act of taking your money.

a. You would: ______________________________

b. Reasoning behind response: ______________________________

c. What are the thoughts and feelings of the people in this story?

Daughter, 10 years old: ______________________________

Parent: ______________________________

Comments:

Story 14

It is late and you are getting ready to go to bed. You are dropping some school books off in your 16 year old son's bedroom. As you open the door, you find him awake and playing with himself. He immediately stops and pretends he is asleep.

a. You would: ____

b. Reasoning behind response: ____________________________

c. What are the thoughts and feelings of the people in this story?

Son, 16 years old: ______________________________

Parent: ______________________________________

Comments:

PARENT INTERVIEW: PART II

The Parent Psychologist

In the second part of the interview I will be asking you some general questions about children and how to raise them. I would like for you to answer the questions the best you can, using your experience as a parent. There are no right or wrong answers.

Child Development

1. What words would you use to describe children? (For example, loving, helpless, shy, demanding, smart, unfriendly, happy, sad, etc.)

2. How do children learn:

   to talk:

   to read:

   to ride a bike:

3. Are most babies the same or are they different? Why?

4. Which of the following statements do you agree with most?

   a. Oftentimes children can't control themselves and don't know what they are doing.

   b. Oftentimes children can control themselves and they do know what they are doing.

Personality

1. What is personality? ______________________________

   ____

   ____

2. How much personality are we born with and how much do we get from growing up?

   ____

   ____

   ____

3. How can parents affect their children's personalities? ____________

   ____

   ____

   ____

4. Are parents responsible for the personalities of their children?

   ____

   ____

   ____

5. What other people or institutions might be responsible for a person's personality?

   ____ immediate environment

   ____ friends of child

   ____ school

   ____ church

   ____ cultural traditions

   ____ genetic inheritance

Moral Development

1. What is your definition of a good (moral) person? ______________

   ____

2. What should parents do to help their children grow up to be good (moral) people?

____

____

____

3. Are children born with natural morals (like a good or pure soul) or do all morals have to be taught? In other words, if children had souls and we could see them when the children are born, would we see souls filled with goodness, souls filled with badness, or souls that are empty waiting to be filled up?

____

____

____

Discipline

1. What is discipline? ______________________________

____

____

2. How often have you used the following discipline techniques in your house in the past month?

____ lectured
____ sent child to their room, made them sit in a corner, etc.
____ made child skip a meal
____ restricted child to the house and yard
____ took away TV privileges, made child go to bed early, etc.
____ took away allowance
____ spanked child with bare hand
____ made child do extra household chores
____ threatened child with sending him/her away
____ spanked child with belt, paddle, or some other object

3. How do you and your (husband) (wife) share the discipline responsibilities?

____

____

____

____

4. Do you sometimes use rewards in your house? If so, what kinds of rewards?

____

____

____

____

5. Do you have any house rules? If so, name some.

____

____

____

____

6. Who makes the house rules? ____________________

____

7. Do the people in the family follow the house rules? __________

____

8. How much "say" should children have in decisions regarding the following:

1......None
2......Very Little
3......Some
4......A Lot

____ a. how they dress
____ b. who their friends are
____ c. what they do in their spare time
____ d. amount of TV they watch
____ e. whether or not they work (if they're old enough)
____ f. whether or not they carry a knife
____ g. whether or not they have a car
____ h. how much they study
____ i. what foods they eat
____ j. what time they go to bed
____ k. allowance
____ l. how much make-up to wear, if child is a girl
____ m. curfew
____ n. how clean they keep their room

General Questions

1. Do you have any family traditions or rituals? If so, what are they?

2. Do you think parents should treat all of their children the same? Tell me why you think parents should or should not treat all of their children the same.

3. What advice would you offer to someone who is getting ready to start a family?

4. In a few sentences, how would you describe your parenting style.

Parent Sentence Completion

Next, I will be asking you to complete some sentences. I will read the first half of a sentence and ask you to complete it with the first thing that comes to mind. Just say the first thing that comes to mind that is the truth for you. There is no right or wrong answer, so don't worry about that.

1. The best thing about me as a parent is ____________________
2. The best way to help a child learn is ____________________
3. I am the kind of parent who ____________________
4. I want to make sure my children never have to ____________________
5. When I get angry with my children ____________________
6. Some of the things I want my children to learn from my culture is ____
7. A problem I sometimes have as a parent is ____________________
8. When I spank my children ____________________
9. When one of my children has a problem ____________________
10. The most important job of a parent is ____________________

11. When my children do not like what I do ______________________________

____

12. If I could give my children anything in the world, I would give ______

____

13. The biggest problem my family faces today is _________________________

____

APPENDIX B

Southwest Educational Development Laboratory
211 East 7th Street. Austin. Texas 78701

512/476-6861

May 29, 1981

Mr. George Gage
1203 Lily Terrace
Austin, TX 78741

Dear Mr. Gage:

Dr. David Williams and I have been working together to locate families who would be willing to fill out a written survey and particpate in an interview about raising children. I am trying to find out what parents themselves have to say about children and how to raise them.

Dr. Williams said he had spoken with you about this project and that you were willing to participate. I think you will find it fun and interesting. The project will have two different parts, as Dr. Williams suggested. The second part is an interview where you will be asked to talk about how you think parents should handle certain situations with their children. The interview will last about 1½ hours. We will want to interview the mothers and fathers individually.

All of this will begin in the next two weeks. I am sending each of you a questionnaire and asking you to fill them out separately. The interviews will be arranged soon after this, at a time that is convenient for you.

Thank you very much for sharing your experiences as a parent with us. We are eager to find out what you have to say! If you have any questions, please call me at 476-6861, Ext. 207. Please fill out the enclosed questionnaire and return it to us in the self-addressed, postage-paid envelope. I appreciate your volunteering time when I know how busy everyone is.

Sincerely,

Melinda J. Longtain

Melinda J. Longtain
Research Associate
Division of Community
  and Family Education

jm

Enclosures
xc: Dr. David L. Williams, Jr.

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512 476-6861

May 13, 1981

Dear Parent:

The Southwest Parent Education Resource Center received permission from Brother Harris and Brother Sylvester to invite you to participate in a study on parenting. We want to find out about raising children from the people who do it--you, the parents!

We are needing parents to interview and to fill out a survey. The interview lasts about 1½ hours and asks you what you would do in certain parent-child situations. It is informal and usually fun for parents. The survey asks for your opinions about your family life, your community, what concerns you might have as a parent, and what values you would like to pass on to your children.

Although it isn't much, we are offering $10.00 to each family that completes the interview and fills out the survey. We would schedule the interviews at a time and place that is convenient for you, for instance at night or on week-ends. We know you are busy, so we would do everything possible to make the interviews convenient for you.

If you are intersted in being interviewed and filling out the survey, please fill out the form attached to this letter. Return the form in the self-addressed, postage-paid envelope. We will get in touch with you after receiving your response.

Thank you very much!

Melinda J. Longtain

APPENDIX C

PARENTING BEHAVIOR RATING CONSTRUCTS

I. Parent Model Variables	Rating Score
1. Parent Centered	______
2. Child Centered	______
3. Information Centered	______
4. Emotional Reactiveness	______
5. Intentionality	______
6. Role of the Environment (a)	______
7. Role of the Environment (b)	______
8. Child as Decision Maker (a)	______
9. Child as Decision Maker (b)	______
10. Fragility of the Child	______
11. Confidence Level of Parents	______

II. Baumrind Scales	Rating Score
1. Parent Demandingness: Maturity Expectations	______
2. Traditionality: Conventionality	______
3. Intellectual Clarity: Self-Awareness	______
4. Parent Responsiveness to Individual Characteristics	______
5. Parent Supportiveness of Child	______
6. Warmth	______
7. Enjoyment of Parent Role	______

APPENDIX D

Parent Model Variables

Parent Centered

5. Parent attaches significant importance to firm parental control, clearly letting the child know that adults are in charge. Distinct separation of adults from children in terms of rights and privileges. Parent tends to be self-righteous. Parent likely to respond to a child's actions in terms of how the parent is affected, personally, rather than what is going on with the child. ("How could you do this to me.") Likely to be intolerant of any signs of disrespect. May not listen to the child.

4. Parent still exerts firm control; child is clear about who is in charge, but without the more constant and consistent attitude expressed in #5. Less righteousness as a parent.

3. The parent is considerably less righteous than #5, but still concerned with maintaining clear boundaries (vs. rigid boundaries) between parent and child. Parent is more tolerant of disrespect; parent more flexible.

2. Parent seemingly ambivalent about whether to be firm or lax in his/her control and enforcement of directives. Parent-centered perspective seems to be more situation-specific rather than generalized style.

1. Ego of parent does not seem to be at stake on parent-child interactions. Parent exerts control over situations when necessary, but control and parental authority are not engaged in as demonstrations of power. Parent may take control over situations, but not as a personal reaction (defense) to children's behaviors. The self-righteousness of #5 is missing.

Child Centered

5. Parent's first thought and consideration is always the child--how the child is feeling, how the child is developing, what would be best for the child, etc. to the virtual exclusion of considering others and him/herself. In this case, children are likely to have more rights than the parents. Parents are likely to "sacrifice" for the children. Depending upon others variables, parent cannot enforce his/her own directives and the child seems to be managing the parent, or parent on principle refrains from issuing and enforcing directives. Parent seems so concerned with the child and the child's perspective that he/she seems relatively "selfless." Parent seemingly unwilling for the child to experience any negative feelings or circumstances; tendency to put the child's interests before anyone else. Parent may avoid confrontations with the child by frequently glossing over misbehavior. May have romantic notions about rearing children.

4. Same as #5, but less consistent or constant.

3. Parent still preoccupied with the child's feelings of well-being, but more willing to periodically "draw the line" and assert him/herself. Parent less willing to gloss over misbehavior. Parent more willing to see child as responsible agent and not romanticize children's behaviors or their intentions.

2. Parent concerned about child's perspective and will take it into account as he or she evaluates situations. Child centered perspective appears to be very situation-specific rather than generalized style of interaction.

1. Parent sees child and evaluates the child's behaviors in light of him/herself and others. Child is seen as generally responsible for his/her own behaviors, and as such can be held responsible for his/her own behaviors. Parent is able to appreciate the difference between adults and children without romanticizing or glamorizing the latter.

Information Centered

5. Parent appears to be very rational and objective about everything. Parent is not overly preoccupied with the child's feelings or his/her own feelings. Personality and emotional factors are given significantly less priority in evaluating parent-child interactions. Parent may be action oriented--always ready to deal with any situation that comes up, probably with some form of behavior modification. Another variation of a #5 information centered parent is the parent who patiently subscribes to a particular parenting technique, allowing the technique to predict and control parent behavior, without any apparent personal involvement. It would be important to distinguish between a parent who is personally committed to a particular parenting technique and incorporated it into their personal style of parenting, and the parent who has replaced any personal style of parenting with a "packaged" response.

4. Same as #5, but less constant or consistent.

3. Parent applies behavior modification techniques and other parenting principles whenever possible, but with less automaticity. Parent is more ambivalent about always applying the appropriate contingencies to behaviors.

2. Parent is well-informed about various approaches to parenting and parenting principles, and seems to be eclectic in style. Parent is not attached to objectivity and rationalism as the basis of good parenting.

1. Parent presents a well-integrated picture of parenting, where various perspectives are considered and intermixed with the parent's personality. The parent seems thoughtful in considering parent alternatives to children's behaviors. Parent is calm as well as rational or objective.

Emotional Reactiveness

5. Parent typically reacts to a situation rather than responding. Parent who is hypersensitive to child's behaviors as signs of "trouble" and needing to "nip it in the bud." Parent who reacts immediately, seemingly without control; delayed reaction is difficult for this parent. This parent watches the child's growth and development for signs of abnormality. This parent may not be able to take many children's behaviors lightly. Emotional reactiveness can be in the form of anger, anxiety, or enthusiasm, or any other emotions.

4. Parents react to situations emotionally, but with slightly more control than #5. It is still apparent that the parent is reacting rather than responding.

3. Parent's emotional reactiveness appears to be more situation-specific than a generalized response pattern. They aren't likely to distinguish between emotional responses and emotional reactions.

2. Parent demonstrates more control and an awareness of situations than provoke the parent. Parents typically respond to situations in a clear-headed, controlled manner.

1. Parent makes a conscious effort to be responsible for their emotional responses to their children. Parent knows and can articulate those situations with which they have difficulty coping and are attempting to deal with them. Awareness and control are often unrelated.

Note: A parent can acknowledge a host of situations with which they are attempting to deal. The extent to which they are dealing with many situations is likely to suggest a higher rating on emotional reactiveness. In this case awareness is important, but the manifest nature of the parent's "problem" in coping suggests a high degree of volatility and therefore a higher rating, quite possibly a 5. Again, awareness and control are often unrelated.

Intentionality

5. Parent who assumes children's behaviors to be malintended. Parent who is suspicious of child's intentions. Parent who is likely to assume the worst. Parent who is not likely to trust the child's motivations, judgments, sense of responsibility, or ability to carry out tasks (homework assignments, household chores, etc.). Parent is likely to control the child in a very intrusive manner--by nagging, prying, etc.

4. Same as #5, but less constant and consistent.

3. Parent's assumptions about a child's motivations, judgments and sense of responsibility is situation-specific if it is negative. Parent's trust in the child is more evident. Parent does not appear to have predetermined judgments. Trust is not really an issue.

2. Parent who is likely to assume children's behaviors to be naive and innocent. Children are not likely to have malintentions; if children display seemingly purposeful, malicious or destructive behaviors, the parent may be inclined to assume responsibilty for it. Parent is not intrusive, trusting that the child will know what is best.

1. Parent assumes the child is free of malice and ill intent. Children are thought to be naive and innocent in all ways. This parent is likely to subscribe to the philosophy of minimal parent influence, feeling that the child's natural innocence and purity left "untarnished" by adult interference will provide the best environment for development.

Role of The Environment (a)

5. Parent makes a purposive and enthusiastic effort to maintain an internal (home) environment that is intellectually stimulating, comfortable for children (breakable objects have been put out of children's reach), and compatible with children's interests and play (children able to play in all areas of the home). At level 5, the parent is likely to subordinate their own material interests or advantages, as well as adult interests or conveniences, to those of the child. The child appears to have the run of the house.

4. Same as #5, but less constant and consistent.

3. Parent is concerned about providing an intellectually stimulating and fun environment for the child, but does so in conjunction with the interests and needs of the adults.

2. Parents provide limited intellectual stimulation and/or maintain fairly rigid control over how the child uses the space in the house. Children may be expected to play, but to always play "quietly," and to never be "messy," and otherwise limit their interference with adult interests and needs. The house would probably be very neat and tidy with few or no signs of children or children's things.

1. Home environment is designed for adults. Children have very limited and controlled access to many or all parts of the house. Intellectual stimulation may be provided, but it is likely to be more adult-like.

Role of The Environment (b)

5. Parent who maintains tight control over the child's interactions with external environment. With young children, the parent supervises the child closely to the point of overprotecting the child. Parents of adolescents are likely to want to know where the child is at all times, likely to place high restrictions on the adolescent's mobility and independence away from home. This overprotectiveness and over control could stem from a lack of trust in the child or a lack of trust in the environment. For either purpose, parental involvement is interfering and intrusive. High parental regulation.

4. Same as #5, but less constant and consistent.

3. Parent is more inclined to give the child some freedom to interact with the external environment on the child's terms and not the parent's. The parent remains concerned about monitoring the child's actions, but is discrete and also attempts to stay out of the child's way when that is possible.

2. Parent regulates very little of the child's interactions with the external environment, leaving the child to do most anything he/she pleases. Few constraints are imposed upon the child's interactions with the external environment--the child's comings and goings as well as the child's choice of friends and activities.

1. Functionally the parent regulates none of the child's interactions with the external environment. The child is free of constraints, perhaps to the point of being out of control. For whatever reasons, the parents have seemingly abdicated parental discretion over the child's behaviors.

Child as Decision Maker (a)

5. Parent encourages and expects age appropriate responsibility for decision making. Parent may give the child too much responsibility in this area.

4. Same as #5, but less consistent and constant.

3. Although the parent encourages the child to assume age appropriate decision making responsibility, it is more situation-specific. The parent may assume decision making in some situations or allow the child to avoid his/her own responsibility for decision making and pass it on to the parent.

2. Parent is generally uncomfortable with letting the child make his/her own decisions.

1. Parent does not let the child make his/her own decisions in virtually any area.

Decision Making Responsibility (b)

5. The parent is completely willing to cope with whatever consequences may accompany a child's decision. The parent is not accusing or "I told you so" when a child's decision does not work out. The parent accepts the consequences of the decision and supports the child seemingly without discretion, almost to a fault.

4. The parent is willing to accept the consequences of a child's decision, but will use more discretion than #5.

3. The parent tolerates most of the consequences of a child's decision and accepts many of them. This parent may be "blaming" from time to time if a child's decision is not a "good one."

2. Parent is likely to blame the child for any negative consequences of a child's decision. Parent might confuse a "bad decision" with a generalized evaluation to the child, i.e., bad decisions are made by bad (stupid, silly, immature, thoughtless, careless, etc.) children. Parental acceptance of the consequences of a child's decisions are highly contingent.

1. Parent is critical of most outcomes of a child's decision making, even if the decision is a "good decision."

Fragility of The Child

5. Child is seen as highly vulnerable to outside influences whether it be germs that cause sickness, dogs that bite, unkind people, the "harshness of reality," etc. The parent likens the child to a delicate flower that needs constant care and protection. Parent is likely to feel that one wrong parental act may be forever damaging to the child.

4. Same as #5, but less constant and consistent.

3. Child is seen as relatively resilient. Although the parent still attempts to protect the child in many ways, the parent does not feel the child is incapable of self-protection or that one wrong parental act will have a permanently negative affect on the child.

2. The child is not assumed to be resilient or fragile, any moreso than an adult.

1. Little consideration given to child being different than adults. Children are not only seen as resilient, they are considered to be "tough," capable of pulling themselves up "by the bootstraps," if necessary.

Confidence Level of Parents

5. Parent projects image of self-confidence and personal strength; parent seems comfortable and sure of self with child. Parent seems highly secure in his/her ability to set guidelines and standards for the child. Parent can have high confidence and philosophically subscribe to setting few guidelines for their children.

4. Same as #5, but less constant and consistent.

3. Parent may be comfortable with the child but sometimes uncomfortable with themselves and their ability to parent. Parent expresses lack of confidence regarding certain aspects of their role.

2. Parent tends to lack self-confidence. Parent may be ambivalent or unpredictable about setting guidelines and standards for their child's behavior.

1. Parent lacks self-confidence and probably confused and unpredictable in setting guidelines and standards for the child, if they are set at all. The parent may have abdicated his/her responsibility for setting guidelines and standards.

Baumrind Scales

Enjoyment of Parental Role

5. Parent obtains great satisfaction from having children, enjoys being with them and exercising the parental role; parenting provides a major source of joy and satisfaction in the parent's life.

4. Parent enjoys having children and obtains much satisfaction from parental role.

3. Parent usually enjoys having children and exercising parental role, although at times parenting seems to interfere with the parent's ability to meet his/her needs.

2. Parent occasionally enjoys exercising parental role, but more often finds children an obstacle to the satisfaction of other needs and interests.

1. Parent resists and resents having to exercise parental role, does not enjoy having children, and sees them as a drain on his/her energy and time.

Warmth

5. Parent is extremely warm towards the child.

4. Child is treated warmly by parent.

3. Parent alternates between treating the child warmly or cooly, or treatment of child appears to be lukewarm.

2. Child is treated cooly.

1. Child is treated coldly.

Parent Supportiveness of Child

5. Parent is consciously and conscientiously supportive of the child and displays this supportiveness by, for example, showing consideration for the child's negative feelings, praising the child's accomplishments, and encouraging the child in her/his goals; parent gives the impression of being on the child's side, of being the child's advocate.

4. Parent is generally supportive of the child, but not so extensively consistently and/or conscientiously as in #5.

3. Parent is sometimes supportive of the child, or parent is differentially supportive.

2. Parent is seldom supportive of the child and seems to have little appreciation for child's feelings, concerns, aspirations, and accomplishments.

1. Parent is not supportive of the child and may even be rejecting, e.g., by ridiculing the child's feelings, concerns and aspirations, and accomplishments; parent seems to have it in for the child.

Parent Responsiveness to Individual Characteristics

5. Parent takes considerable and consistent care to tailor her/his treatment of child so that the child's unique configuration of characteristics is taken into account, as well as age, stage, and developmental level.

4. Parent's treatment of child takes into account child's age, stage and developmental level; parent makes some effort to tailor his/her treatment of child according to the child's unique configuration of characteristics.

3. Parent's treatment of the child takes into account some aspects of developmental level, but is influenced by a somewhat stereotyped or idealized view of what a child of that age and stage is like.

2. Parent's treatment of the child does not adequately take into account child's age, stage, developmental level, or unique configuration of characteristics, but neither is it stereotyped as in #1 below.

1. Parent's treatment of the child is based on a stereotyped or idealized view of what children and adolescents are like, and fails to take into account child's actual age, stage, developmental level, and unique configuration of characteristics.

Intellectual Clarity: Self-Awareness

5. Parent is acutely conscious of the meaning of what he/she does, leads a fully examined life, and possesses clearly articulated ideas and ideals for self and child.

4. Parent is, in general, conscious of the meaning of what he/she does; ideas about self and ideals for child are, in general, clear and well articulated or parent is acutely aware of self or of child, but not both.

3. Parent is usually conscious of the meaning of what she/he does; ideas about self and ideals for child are adequately clear and articulated.

2. Parent is often unaware of the meaning of what he/she does; ideas about self and ideals for child are often vague and inarticulate or parent is unaware of self or of child, but not both.

1. Parent is unaware of the meaning of what he/she does, is unaware of own stimulus value and also insensitive to the personal attributes of his/her own child.

The term meaning in this item refers to implications for personal identity and self-image and the consequences for self and others.

Traditionality: Conventionality

5. Parent gives full support to conventional values and lifestyles, insisting on them in the child and exemplifying them in self. (Conventionality should be gauged by the parent's cultural context. What is conventional for one cluture may not be conventional for another.)

4. Parent supports conventional values and lifestyles and encourages them in the child, though not with the same insistence as in #5.

3. Parent Supports some conventional values and lifestyles and encourages the child to at least consider them, but the parent may also entertain and encourage the child to entertain some non-conventional values as well; and/or parent is not insistent that child hold to conventional ways.

2. Parent is critical of conventional values and lifestyles, and may encourage the child to consider or experiment with non-conventional modes.

1. Parent is rejecting of conventional values and lifestyles, exemplifies unconventionality in his/her own behavior and strongly encourages the child to do likewise.

Parent Demandingness: Maturity Expectations

5. Parent pressures the child to excel in all activities in which the child engages and is not satisfied unless the child performs superlatively.

4. Parent pressures child to excel in many of the activities in which the child engages and is not satisfied unless the child's performance is above average.

3. In general, the parent is acceptant of the child's level of performance; on occasion or in specific areas the parent may pressure the child to improve his/her performance.

2. Parent is generally acceptant of child's level of performance and rarely pressures the child to excel; where such pressure does occur, it is realistically based on the child's capabilities and sensitive to his/her abilities.

1. Parent is virtually always acceptant of child's performance; such demands as the parent may make on the child are realistic and contribute to the child's development.

X. Parent discourages the child from excelling at activities.

RESEARCH QUESTIONS

I. What is the relationship between different parenting models and:

   a. ethnicity
   b. socioeconomic status
   c. gender of parent
   d. importance rating of forty basic values
   e. ranking of ten most important values
   f. differences in values for boys and for girls
   g. attitudes about family life
   h. attitudes about the community
   i. parent concerns about raising children
   j. intimacy and self-disclosure of parents
   k. parent demandingness
   l. traditionality
   m. intellectual clarity
   n. parent supportiveness of child
   o. parent responsiveness to individual characteristics
   p. warmth
   q. enjoyment of parent role
   r. general demographic information
   s. crowding
   t. education
   u. religious preference
   v. participation in organizations (parents)
   w. participation in organizations (children)
   x. how often someone other than spouse stays with children

y. participation in parent education

z. work

aa. general health

bb. special problems

AREA FOCUS THREE
A SURVEY OF ELEMENTARY SCHOOL PRINCIPALS REGARDING THEIR ATTITUDES TOWARD PARENT INVOLVEMENT ISSUES

Project Goals: To broaden the parent involvement knowledge base with information gathered from elementary school principals. To develop specific guidelines for training elementary teachers to work with and involve parents. To identify specific factors which affect parent involvement in elementary schools.

A. INTRODUCTION

In response to the increasing emphasis upon parent involvement in the schools, the CENTER Project began a three-year study to look at the relationship of parent involvement to teacher education. The assumption on which this study was based was that an increase in parent involvement would also signal a change in the way teachers see their professional role; that their new role would involve increased interaction with parents in addition to their existing duties related to classroom instruction. In order for prospective teachers to be trained for this larger professional role, this study was designed to examine the extent to which teachers were already being trained to work with parents.

During the first year of the study, teacher educators in colleges of education were asked to express their opinions about parent involvement and also to describe the extent to which prospective teachers in their classes were being trained to understand and work with parents. The results of this study indicated that teacher educators generally favored the idea of training prospective teachers to work with parents. However, the results of the study also indicated there was little consensus about the particular ways in which parents should participate in the schools and there was also little agreement about the most appropriate ways to prepare teachers for working with parents.

Activities for the second year of the study were based upon the responses of teacher educators. The purpose of the second year's efforts was to identify the aspects of parent involvement which were most favored in the education profession and then develop guidelines for training prospective teachers in those specific areas of parent involvement.

In order to assure that these guidelines were based upon the actual experience of professional educators in the schools, a survey of teachers and a survey of principals was designed. This survey asked both groups for their opinions about parent involvement, a description of current practices in the area, and recommendations about training prospective teachers to work with parents. The teachers' survey and the principals' survey contained many of the questions answered by teacher educators, so a comparison of the three groups would be possible. In addition, specific questions were included which pertained more to each group of professionals.

For purposes of comparison, teacher educators, teachers, and principals were all asked to give their opinions about parent involvement, their opinions about the usefulness of parent input into school decisions, and their ratings of the value of techniques used to train prospective teachers to work with parents.

The survey of teachers and the survey of principals are even more comparable because each group was asked to indicate their attitude toward various aspects of parent involvement, to rate the usefulness of having parents involved in school decisions, to indicate which training experiences could most help prospective teachers learn to work with parents, to rate the relative importance of seven major parent involvement roles, to describe current parent involvement activities in their schools, and to indicate which parent involvement goals are most appropriate. Both the teachers and the principals were also asked to provide demographic information which was used to describe the variety within the sample of respondents.

1. Rationale

Teachers are increasingly being asked to broaden their responsibilities in educating children at the elementary school level. They are called upon now to work with parents in addition to improving their instructional skills. Teachers' acceptance of these increased responsibilities has been mixed. Some teachers welcome the idea of working with parents to impact the educational experiences of children. Others are opposed to the "new" responsibilities and feel that teachers already have enough to do. Still others offer little or no "resistance" and accept the call for expanded duties as part of their professional workload.

Regardless of the reaction, these additional responsibilities for teachers appear to call for additional preparation or training. This training may be provided at either the preservice (undergraduate) or inservice levels. In either case, such training has to be broadened so that parent involvement becomes (1) an integral part of teacher preparation experiences and (2) relevant to their expanding knowledge and skill needs.

Elementary principals were selected as the sample population for this aspect of the study because they are considered to be among the key stakeholders in parent involvement's success. Principals interact directly with parents and have some input with respect to the placement of teachers in their buildings. Further, principals are expected to set the educational tone in schools through their administrative leadership. Thus, it would seem that principals can provide important information, knowledge, and skills teachers need to enhance the success of parent involvement.

In an effort to identify those needs, this study asked principals to define what they mean by parent involvement, asked them what they thought of it, asked them about current parent involvement practices in their schools, and asked them to recommend methods for training prospective teachers to work with parents. The survey instrument was designed to provide information about teacher training needs in parent involvement and to classify those needs according to whether they relate to developing new attitudes, acquiring new knowledge, or learning new skills.

2. Goal and Objectives

This research activity has the following goal and objectives as guidelines for the research activities:

a. Goal: To gather information from the perspective of elementary school principals to help identify the most relevant training needs in parent involvement, which could serve as guidelines for changing undergraduate preparation of elementary teachers.

b. Objectives:

   (1) To determine which aspects of parent involvement principals see as improving children's home learning.

   (2) To specify which types of parent involvement principals see as requiring changes in the undergraduate curriculum of elementary teachers.

   (3) To identify the school administration and curriculum decisions in which principals consider parent involvement as useful.

(4) To identify elements of parent involvement that principals see as supportive of the school programs.

(5) To ascertain what are the general attitudes of principals toward parent involvement in schools.

3. Statement of the Problem

Although many persons play an important role in the growth and development of elementary students, the principal has a most essential role in "making it all happen." Principals are responsible for facilitating the transition from (1) home learning to school learning, (2) preschool experiences to school experiences, (3) parent-child interaction to those involving parent-teacher-child, and (4) informal child learning to formal child learning. In addition, they are called upon to provide leadership and direction for school staff, elicit input from the school community, involve parents in the educational process, interpret the policies and mandates of the school/educational system, manage the school as an educational enterprise and organize the school for learning experiences to meet the needs of a variety of students.

This research activity surveyed elementary school principals to gather information regarding their opinions about a range of key parent involvement issues so that recommendations and/or guidelines could be formulated for incorporating parent involvement training into the undergraduate training curriculum of elementary teachers.

4. Research Questions

In order to frame and focus the direction of this survey research, the following broad research questions were posed:

a. What aspects of parent involvement do elementary principals indicate as being most and least important with respect to children's home learning?

b. What do principals think about including certain parent involvement experiences as part of undergraduate elementary teacher preparation?

c. What kinds of school administrative and curriculum decisions do principals think parents should be involved in?

d. What aspects of parent involvement do principals see as most and least supportive of their schools? program?

e. What are principals' opinions about parent motivation? parent competence? responsibilities for parent involvement? parents generally? working with parents? educational partnerships with parents? and the purposes of parent involvement?

f. Are there differences among principals' responses when examined by gender? racial groups? years of experience? educational preparation?

In addition to these broad research questions, items in the questionnaire provided answers to the following specific questions regarding parent involvement:

a. Should principals, teachers, or parents take the initiative for implementing parent involvement?

b. Should there be special training for teachers to work with parents?

c. Are parents perceived as having the necessary skills for parent involvement in the schools?

d. Are parents perceived as desirous of being involved in their children's education?

e. How are the goals of parent involvement perceived as enhancing home-school relationships? The self-esteem of parents and children?

f. Are there differences in the attitudes toward parent involvement between female and male respondents?

g. Do principal attitudes toward parent involvement vary according to the size of the city where they work?

5. Definition of Terms

The terms used in the context of this research activity are defined as follows:

a. Principal - the administrator and educational leader of a public elementary school.

b. Parent involvement - the active participation of parents in either classroom/home learning activities, school support activities or school decision making.

c. Undergraduate teacher preparation - the range of experiences provided to students in elementary education.

d. Teacher educators - those persons at the college/university level who help prepare elementary education students for teaching.

The next section provides a detailed discussion of the procedures employed in the conduct of this research activity.

B. METHODOLOGY

1. Description of Subjects

The sample for this survey was selected from the population of elementary school principals in six states. The states were (a) Arkansas, (b) Louisiana, (c) Mississippi, (d) New Mexico, (e) Oklahoma, and (f) Texas, also known as the SEDL six-state region. Market Data Retrieval, Inc. (Denver Office) was contracted to identify the population of principals, randomly select them by state and generate a list of participants on self-addressed, pressure-sensitive mailing labels. Table 1 provides a breakdown of the sample in each state according to the population, sample size, and percentage of population.

TABLE 1

State	Population*	Sample Size	Percent of Population
AR	610	150	24.6%
LA	864	150	17.4%
MS	512	150	29.3%
NM	393	150	38.2%
OK	1,038	150	14.5%
TX	3,156	750	23.8%

*According to Market Data Retrieval, these totals represent more than 98% of all principals in the six states.

2. Description of Instrument

The Parent Involvement Questionnaire (PIQ) was developed and used as the data gathering instrument for this survey effort. The PIQ was developed as a modification of a previously constructed instrument used to survey elementary teacher educators. Suggestions for content and format were provided by (a) representatives of each state principal association, (b) fourteen selected researchers, and (c) NIE Project Staff and practitioners with knowledge and expertise regarding parent involvement. As a further measure of refining the PIQ, it was pretested with principals in two sites: (1) Washington, D.C. and (2) Grand Island, Nebraska. Twelve Nebraska and ten Washington, D.C. principals (n = 22) were mailed questionnaires. Responses were received from 10 Nebraska and 6 D.C. principals (72.7%, n = 16). Descriptive statistics were generated to analyze responses and to check for reliability and validity. Results were used to (1) refine item wording, (2) eliminate item redundancy, (3) strengthen content, (4) improve instrument format, (5) refine demographic information items, and (6) add new items where needed.

The PIQ was conceptualized within the framework of five (5) broad domain areas with respect to parent involvement. First was the area of parent involvement and teacher training (undergraduate preparation experiences for students in elementary education). This domain sought information from principals regarding opinions about parent involvement in teachers' undergraduate training and experiences to prepare teachers for parent involvement at the elementary school level. Domain Two focused upon parent involvement and home learning. Principals were asked to provide information about opinions, roles and activities related to parents being involved with children's learning at home. In Domain Three, emphasis was upon parent involvement and school decision making. Information was gathered from principals regarding the usefulness of parent involvement in school decision making as expressed by responses to opinions, roles, kinds of decisions, activities and goals.

The fourth domain centered on parent involvement and school program support factors. Principals were asked to respond to queries about certain parent involvement roles, activities and goals and the extent to which they support the school program. Finally, the fifth domain was concerned with general attitudes of principals toward parent involvement in the schools.

Here principals furnished information in response to a range of parent involvement factors including parent competence, parent motivation, parent/school staff responsibility, working with parents, etc.

The PIQ was divided into seven parts and comprised of items from the various domain areas. Those parts are as follows:

1. Opinions I and II
2. Decisions
3. Experiences
4. Roles
5. Activities
6. Goals
7. Demographic Information

In all, the instrument consisted of 140 items. For parts 1 and 6, a four-point response scale was used which ranged from strongly agree to strongly disagree. A five-point semantic differential scale was devised for responses to part 2, part 4, and part 5. The scale for part 2 was from not useful to very useful; for part 4 it was not important to important; and in part 5 the scale range was from not typical to very typical. In the demographic information part, principals were asked to check the item response that was appropriate. The 16-page instrument was printed with a cover letter on the front, one page of general directions, specific directions preceding each part and a blank page for participant comments or reactions.

3. Procedures for Data Collection

The questionnaire was mailed to 750 randomly selected principals in Texas and 200 each in Arkansas, Louisiana, Mississippi, New Mexico and Oklahoma. Within Texas, the Austin school district was not included because school officials stated that their principals were too busy with school desegregation efforts. A total of 1,500 questionnaires were mailed to principals, each with a self-addressed return envelope. Within two weeks of the initial mail out, 590 postcard follow-up reminders were sent to nonrespondents. Approximately three weeks after the first questionnaire mailing, 500 additional instruments were sent out to those who had not yet responded. The cut-off date for receiving questionnaire returns was six weeks after the initial mail out.

Returns were recorded, coded, and prepared for data analysis. A total of 729 (48.7%) of the questionnaires were returned. Of the 729 questionnaires returned, three were found to be blank. Therefore, 48.5% of the returned instruments were used for data analysis. Table 2 presents a summary of information regarding the returns.

TABLE 2

State	Population	Sample	% of Population	Number of Returns	% of Population	% of Sample
AR	610	150	24.6%	75	12.3%	50.0%
LA	864	150	17.4%	59	6.9%	39.5%
MS	512	150	29.3%	92	16.1%	54.7%
NM	393	150	38.2%	70	17.9%	46.7%
OK	1,038	150	14.5%	70	6.8%	46.7%
TX	3,156	750	23.8%	370	11.7%	49.4%
TOTALS	6,573	1,500	22.8%	726	11.05%	48.5%

Data were keypunched on cards and the card deck was used to create a computer file of the principals' responses.

4. Data Analysis Procedures

The data from 726 principals were first analyzed to (1) generate an overall picture of responses to the survey, (2) obtain a composite description of respondent characteristics, and (3) plan for subsequent or secondary analyses. Descriptive statistics were calculated including item response means, percentages, standard deviations, and variance. Item mean scores were ranked for each part of the instrument as a means of identifying those items which received the strongest positive and negative responses.

Standard deviations were used to identify those items on which there was the most agreement among the respondents. Items with the highest standard deviation were broken down by demographic variables to determine what, if any, factors might account for the response variance.

Joint frequencies were calculated for all demographic variables in order to describe the relationships between or among these variables. A factor analysis was conducted to measure and identify the factors common to each of the questionnaire's parts and/or domain areas. The cut-off point for factor loading scores was .40.

Breakdowns of key demographic variables were calculated in order to examine the source of variance within item responses. This procedure was carried out through use of computerized statistical techniques. The relationship of certain items to the domain areas was examined as another check on the instrument's reliability and validity. The items were categorized under the appropriate domains and examined in terms of their strength of responses.

An additional analysis was conducted through examining item response score strengths with respect to key parent involvement issues. The purpose was to determine the extent to which selected item responses supported these issues. The data are presented in tables. These are accompanied by a basic results discussion and a more detailed discussion concerning implications.

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Since the sampling resulted in unequal probabilities of selection across states, the calculation of pooled, i.e., regional, statistics requires a correction procedure to take into account the differential sampling probabilities. The desirable correction procedure should result in each state estimate reflecting the appropriate percentage of the total participant population. This procedure involves weighting each state mean to adjust for differential probabilities. When each state mean is adjusted or weighted, it is the legitimate to pool the states and calculate regional means. The weighting procedures are discussed in the following paragraphs.

Individual state weights (denoted ω) were calculated by taking the inverse of the ratio of the actual return for that state relative to the population of that state. Thus, $\omega_i = 1/A_i/N_i$

Where: ω_i is the weight for the ith state, A_i is the actual return and N_i is the population in that state. Using this formula, the weights for each state were calculated to be as follows:

Arkansas = 8.13
Louisiana = 14.64
Mississippi = 6.24
New Mexico = 5.61
Oklahoma = 14.63
Texas = 8.53

As an example of weighting: Assume a total population of 100 and an actual response of 50. In this instance, each person sampled actually represents two persons, thus intuitively, the weight should be two. By calculation, it is observed that: $\omega = 1/50/100 = 1/.5 = 2$.

In performing this type of procedure for all states in the analysis, there was control for the differential sampling probabilities across states. These weights were then used to weight the estimated means for each state. The regional means was computed from the following formula:

$$\bar{X}_R = \sum_{i=1}^{6} \frac{\bar{X}_i \omega_i}{\Sigma \omega_i}$$

Where: $\bar{X}_R$ is the estimate of the regional mean, $\bar{X}_i$ is the mean for the ist state; $\Sigma\omega_i$ is the sum of the state weights. The regional mean was calculated from the following information:

	$\bar{X}_i$	ω_i	$\bar{X}_i\omega_i$
Arkansas	10	8.13	81.3
Louisiana	11	14.64	161.0
Mississippi	12	6.24	74.9
New Mexico	10	5.61	56.1
Oklahoma	10	14.63	146.3
Texas	9	8.53	76.8
		Σ 57.68	Σ 596.4

$$\bar{X} = \frac{596.4}{57.68} = 10.3 \text{ (Regional Mean)}$$

Thus, regional weighted means for each item in the survey were calculated with this corrected statistic.

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C. RESULTS

The findings from this survey of 726 elementary school principals in a six-state region will be presented in the following manner. First, weighted mean response scores for Parts I-III and V-VII will be presented along with frequencies and percentages for the highest and lowest ranked items in each part. Percentage and frequency data will be provided for Parts IV and VIII. Next, factor analysis results which include identification of eight (8) specific factors, their related items and their loading scores are presented. Fourth, weighted mean response score data for respective items in each of the five (5) domain areas are provided. Fifth, standard deviations for items are presented and then are ranked in terms of those with the highest variance. Tables are utilized as the format for arranging and depicting the data being presented.

1. Frequency, Percentage and Mean Data

a. Characteristics of Principals (Part VIII). Table 3 presents findings with respect to various demographic variables which describe principals who responded to the survey. Almost three-fourths of the principals are Anglo (77.8%, n = 565) and males (74.7%, n = 542) with master's degrees plus hours (75.2%, n = 546). More than two-thirds (70.5%, n = 515) of the principals have served less than fifteen years in their positions.

Over two-thirds (69%, n = 493) of the principals work in towns with populations of less than 50,000. In addition, approximately three-fourths (91.9%, n = 667) of responding principals work in buildings which include grade levels with some combination of prekindergarten to sixth, while more than

TABLE 3
CHARACTERISTICS OF RESPONDING PRINCIPALS

Demographic Item	Frequencies	Percentages
1. Gender (n = 722)		
a. Female	180	24.8%
b. Male	542	74.7%
2. Level of Education (n = 725)		
a. Bachelors Degree	5	.7%
b. Bachelors Degree Plus Hours	19	2.6%
c. Masters Degree	67	9.2%
d. Masters Degree Plus Hours	546	75.2%
e. Specialist Degree	65	9.0%
f. Doctorate Degree	23	3.2%
3. Ethnicity (n = 717)		
a. Hispanic	58	8.0%
b. Black	78	10.7%
c. Asian	5	.7%
d. Anglo	565	77.8%
e. American Indian	11	1.5%
4. Number of Years As A Principal (n = 725)		
a. 0-4 years	193	26.6%
b. 5-9 years	173	23.8%
c. 10-14 years	149	20.05%
d. 15-19 years	95	13.1%
e. 20+ years	115	15.8%
5. Building Grade Levels (n = 723)		
a. Pre-Kindergarten-6	111	15.3%
b. Kindergarten-6	418	57.6%
c. 1-6	138	19.0%
d. Kindergarten-9	41	5.6%
e. Kindergarten-12	11	1.5%
f. Nongraded	4	.6%

TABLE 3 (Continued)

Demographic Item	Frequencies	Percentages
6. Population of Town Where Principals Work (n = 715)		
a. Less than 500	43	5.9%
b. 500-4999	167	23.0%
c. 5000-9999	82	11.3%
d. 10,000-19,999	109	15.0%
e. 20,000-49,999	92	12.7%
f. 50,000-99,999	89	12.3%
g. 100,000-499,999	80	11.0%
h. 500,000-999,999	30	4.1%
i. 1 million plus	23	3.2%
7. Pupil Enrollment of Principals' Schools (n = 725)		
a. Less than 100	18	2.5%
b. 100-499	436	60.1%
c. 500-999	255	35.1%
d. 1,000 plus	16	2.2%
8. Largest Source of School Funds*		
a. Local system/district	220	30.3%
b. State	513	70.7%
c. Federal	33	4.5%
d. Private	1	.1%
9. Best Description of School Programs*		
a. Mostly local	332	45.7%
b. Mostly state	397	54.7%
c. Mostly federal	98	13.5%
d. Mostly private	1	.1%
10. Closest Description of Principal Duties		
a. Administration only	141	19.4%
b. Administration and Curriculum Development	325	44.8%
c. Administration and Classroom Teaching	66	9.1%
d. Administration and Staff Development/ Inservice Training	129	17.8%
e. Administration and Coaching	9	1.2%

TABLE 3 (Continued)

Demographic Item	Frequencies	Percentages
11. Best Description of Teaching Situations in Principals' Buildings*		
a. Self-Contained Classroom	563	77.5%
b. Open Space/Area	29	4.0%
c. Team Teaching	67	9.2%
d. Departmentalization	129	17.8%
e. Combination Grade	19	2.6%
12. Best Description of Specialization Areas Principals Have Had Most Training*		
a. Elementary Education	453	62.4%
b. Early Childhood Education	23	3.2%
c. Curriculum and Instruction	151	20.8%
d. Education Administration	410	56.5%
e. Health and Physical Education	67	9.2%
f. Art or Music Education	19	2.6%
g. Speech Communication	19	2.6%
h. Special Education	20	2.8%
i. Child/Human Development	28	3.9%
j. Home Economics	3	.4%
13. State Breakdown of Responding Principals		
a. Arkansas	75	10.3%
b. Louisiana	59	8.1%
c. Mississippi	82	11.3%
d. New Mexico	70	9.6%
e. Oklahoma	70	9.6%
f. Texas	370	51.0%

*Totals are greater than 726 and 100% respectively due to respondents checking more than one item.

three-fifths (62.6%, n = 454) have student enrollments of less than 500. State and local monies represent the largest source of funds for schools (91%, n = 733) in which participating principals work. As a result, the best description of a majority of their school programs is state and local.

In terms of principals' duties, "Administration and Curriculum Development" was how most (44.8%, n = 325) principals described their work. Second and third, respectively, were "Administration Only" (19.4%, n = 141) and "Administration and Staff Development/ Inservice Training" (17.8%, n = 129).

Over three-fourths (77.5%, n = 563) of the principals reported "Self-Contained Classroom " as the best description of teaching situation in their buildings. More than one-half of the principals described their training speciality areas as being "Elementary Education (62.4%, n = 453) and/or "Educational Administration" (56.5%, n = 410).

Nearly one-half (51%, n = 370) of the responding principals were from Texas. Approximately ten percent reside in each of the other five states with Arkansas having (10.3%, n = 75), Mississippi (11.3%, n = 82), New Mexico (9.6%, n = 70), and Oklahoma (9.6%, n = 70) of the respondents. Just over eight percent (8.1%, n = 59) of the principals live in Louisiana.

b. Opinions (Part I). This section of the questionnaire consisted of fourteen (14) items dealing with attitudes of principals about school staff and parent involvement. Both the unweighted and weighted mean response scores are presented for each item in

Table 4. However, only the weighted mean scores will be used as the basis for discussion. It should be observed that weighting the means of items produced only slight changes in the response scores. The mean of the unweighted mean scores is 2.500, whereas the mean of the weighted mean scores is 2.665. A difference of .165 exists between the two means.

In Table 5, the top-ranked opinions with which principals most strongly agreed are presented. Although the mean scores of unweighted and weighted item responses varied, rankings remained the same. Principals agree most with the idea of "Teachers needing to provide parents with ideas for assisting children at home with school work" (the modal response being 4 by 52.5% of the respondents, n = 318, $\overline{x}$ = 3.498).

This was followed closely by principals mostly agreeing with the opinions that "Teachers assuming more of parents' responsibilities," "Principals needing to provide teachers with parent involvement guidelines," and "Teachers need to be involved in school policy decision making." Ranked fifth in terms of opinions principals most strongly agreed with was "A course on how to work with parents being required for undergraduates in elementary education" (modal response being 3 by 49.9% of the respondents, n = 362, $\overline{x}$ = 3.151).

The top-ranked opinions with which most strongly disagree are shown in Table 6. There was strongest disagreement with the opinion about "Teachers not needing training to prepare for working with parents" (modal response of 2 by 62.5% of the respondents, n = 454,

TABLE 4
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSES OF PRINCIPALS TO PARENT INVOLVEMENT OPINIONS--PART ONE*
(n - 726)

Opinions	Means	Weighted Means
1. Teachers need to provide parents with ideas about helping with children's school work at home........	3.509	3.498
2. Principals need to provide teachers with guidelines about parent involvement......................	3.329	3.320
3. A course in working with parents should be required for undergraduates in elementary education.........	3.140	3.151
4. Teachers must take the initiative to get parents involved in education...............................	3.060	2.975
5. There needs to be an elective course about involving parents for undergraduates in teacher training..................................	2.847	2.831
6. Many teachers are uncomfortable working with parents..	3.037	3.023
7. Teachers need to be involved in making school policy decisions..................................	3.181	3.215
8. Teachers have enough to do without also having to work with parents.............................	1.817	1.777
9. Teachers are having to take on many of the responsibilities that parents used to assume.......	3.409	3.422
10. Teachers should not confer with parents about the child's home life.............................	1.843	1.829
11. Teachers do not need training to prepare them for working with parents...........................	1.799	1.774
12. Principals should be evaluated by parents..........	1.962	1.964
13. Teacher evaluation by parents is a good idea.......	1.842	1.849
14. Principals should be responsible for parents taking a more active role in the schools...........	2.792	2.799

*Using a four-point rating scale from 1 (Strongly Disagree) to 4 (Strongly Agree).

TABLE 5
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS FOR PARENT INVOLVEMENT OPINIONS WITH WHICH PRINCIPALS MOST STRONGLY AGREE--PART ONE
(n = 726)

Rank	Item	Opinions	Means	Weighted Means
1.	(1)	Teachers need to provide parents with ideas about helping with children's school work at home....................................	3.509	3.498
2.	(9)	Teachers are having to take on many of the responsibilities that parents used to assume.	3.409	3.422
3.	(2)	Principals need to provide teachers with guidelines about parent involvement..........	3.329	3.320
4.	(7)	Teachers need to be involved in making school policy decisions......................	3.181	3.215
5.	(3)	A course in working with parents should be required for undergraduates in elementary education..................................	3.140	3.151

TABLE 6
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS FOR PARENT INVOLVEMENT OPINIONS WITH WHICH PRINCIPALS MOST STRONGLY DISAGREE--PART ONE
(n = 726)

Rank	Item	Opinions	Means	Weighted Means
1.	(11)	Teachers do not need training to prepare them for working with parents................	1.799	1.774
2.	(8)	Teachers have enough to do without also having to work with parents..................	1.817	1.777
3.	(10)	Teachers should not confer with parents about the child's home life..................	1.843	1.829
4.	(13)	Teacher evaluation by parents is a good idea.	1.842	1.849
5.	(12)	Principals should be evaluated by parents....	1.962	1.964

$\overline{x}$ = 1.774). Strong feelings were expressed also against the opinion of "Teachers having enough to do without also having to work with parents," "Teachers not conferring with parents about child's home life," and "Evaluation of teachers by parents being a good idea." The opinion fifth ranked among those principals expressed strong disagreement was "Evaluation of principals by parents" (modal response of 2 by 41.7% of the respondents, n = 303, $\overline{x}$ = 1.964).

c. Opinions (Part II). This portion of the questionnaire contained twenty-six items pertaining to principals' attitudes about parents and parent involvement. Table 7 contains unweighted and weighted item mean response scores for this part with findings based upon the latter. The arbitrary mean of unweighted means is 2.500 with 2.628 being the mean of the weighted means. The difference between the two means is .128. Rankings of the top five opinions that principals felt most strongly about are listed in Table 8. Strongest agreement among principals was with respect to the opinion that "Parents need to make sure that children do their homework" (modal response of 3 by 59.5% of the respondents, n = 432, $\overline{x}$ = 3.362). Principals also indicated strong agreement with opinions having to do with "Parents becoming more involved with children's learning as a result of assisting in classroom," "It being difficult to get low income families involved in their children's schools," and "Most parents being cooperative with teachers." There was strong sentiment also for the opinion that "Getting working parents involved in school is difficult" (modal response of 3 by 66.7% of the respondents, n =

TABLE 7
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSES OF PRINCIPALS FOR PARENT INVOLVEMENT OPINIONS--PART TWO*
(n = 726)

	Opinions	Means	Weighted Means
1.	Most parents would rather be involved with children's arts and crafts than with basic skills.......	2.472	2.473
2.	Parents need to provide principals with ideas about how they can become involved in school.......	2.798	2.820
3.	Most parents want more information sent home about classroom instruction........................	2.785	2.811
4.	Most parents are comfortable when they come to the school..	2.416	2.403
5.	Most parents who assist in classrooms become more involved with the child's learning.................	3.237	3.223
6.	Most parents are not able to teach their children basic skills..............................	2.580	2.537
7.	Most parents are cooperative with teachers.........	3.043	3.010
8.	Most parents know what is best for their school-age children......................................	2.404	2.423
9.	Parent participation in all school related matters needs to be increased............................	2.845	2.866
10.	More parents need to be included on curriculum development committees............................	2.665	2.708
11.	Parents should help children do their homework.....	2.861	2.815
12.	Most parents do not have the necessary training to take part in making school decisions............	2.620	2.550
13.	It is difficult to get low income families involved in their children's schools...............	3.076	3.094
14.	Parents need to make sure that children do their homework..	3.339	3.362

*Scale: 1 (Strongly Disagree) to 4 (Strongly Agree).

TABLE 7 (Continued)

	Opinions	Means	Weighted Means
15.	It is difficult to get working parents involved in the school	3.014	3.014
16.	Parents have too much input into decisions that are the concern of school staff	2.106	2.088
17.	Most parents are not able to accept negative feedback about their children from teachers	2.570	2.575
18.	Most parents are unwilling to spend time on their children's education	2.323	2.316
19.	More parents would help children at home if they knew what to do	2.895	2.898
20.	Parent involvement in schools should be the responsibility of parents	2.551	2.483
21.	Parents can make rational decisions about their children when given adequate information	2.942	2.926
22.	Parents do more harm than good by helping their children with homework	2.010	2.028
23.	Involving middle and upper income parents in the school is easy	2.373	2.341
24.	Parents should have the final word in educational decisions affecting their children	2.015	1.981
25.	Parent involvement has little effect on pupil success	1.746	1.730
26.	Parent involvement should be a right of parents	2.923	2.863

TABLE 8
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS FOR PARENT INVOLVEMENT OPINIONS WITH WHICH PRINCIPALS MOST STRONGLY AGREE--PART TWO
(n = 726)

Rank	Item	Opinions	Means	Weighted Means
1.	(14)	Parents need to make sure that children do their homework	3.339	3.362
2.	(5)	Most parents who assist in classrooms become more involved with the child's learning	3.237	3.223
3.	(13)	It is difficult to get low income families involved in their children's schools	3.076	3.094
4.	(7)	Most parents are cooperative with teachers	3.043	3.010
5.	(15)	It is difficult to get working parents involved in the school	3.014	3.014

TABLE 9
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS FOR PARENT INVOVEMENT OPINIONS WITH WHICH PRINCIPALS MOST STRONGLY DISAGREE--PART TWO
(n = 726)

Rank	Item	Opinions	Means	Weighted Means
1.	(25)	Parent involvement has little effect on pupil success	1.746	1.730
2.	(22)	Parents do more harm than good by helping their children with homework	2.010	2.028
3.	(24)	Parents should have the final word in educational decisions affecting their children.	2.015	1.981
4.	(16)	Parents have too much input into decisions that are the concern of school staff	2.106	2.088
5.	(18)	Most parents are unwilling to spend time on their children's education	2.323	2.316

484, $\overline{x}$ = 3.014).

When ranked according to strongest disagreement among principals, the top five items are shown in Table 9 . "Parent involvement having little effect on pupil success" evoked the most disagreement (modal response of 2 by 64.2% of the respondents, n = 466, $\overline{x}$ = 1.730). Strong disagreement was indicated for opinions concerning "Parents doing more harm than good when assisting children with homework," "Parents having too much input regarding decisions that are the concern of school staff," and "Parents having final say in educational decisions affecting their children." The opinion fifth ranked, drawing strong disagreement among principals, dealt with "Most parents being unwilling to spend time on their children's education" (modal response of 2 by 62% of the respondents, n = 450, $\overline{x}$ = 2.316).

d. Decisions (Part III). This portion of the survey asked principals to indicate a response through use of a five-point Likert scale (1 - not useful to 5 - very useful) as to what extent parent input was useful in making certain school decisions. A total of twenty items were included in this part. The arbitrary mean was 3.000 with 2.478 being the mean of weighted mean scores. This produced a difference of -.522.

Table 10 presents a comparative listing of the unweighted and weighted mean response scores for each item. A secondary analysis involved ranking the top five decisions that principals consider parent input to be most useful (see Table 11) and the top five for which parent input was least useful (see Table 12). Highest

TABLE 10
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSES OF PRINCIPALS TO ISSUES REGARDING THE USEFULNESS OF PARENT SCHOOL DECISION INPUT

	Decisions	Means	Weighted Means
1.	Grouping children for instruction	2.417	2.399
2.	Amount of homework assigned	2.857	2.809
3.	Choosing classroom discipline methods	2.786	2.767
4.	Evaluating pupil performance	2.411	2.412
5.	Selecting teaching methods	2.054	2.040
6.	Selecting textbooks and other learning materials	2.471	2.449
7.	Emphasizing affective skills rather than cognitive skills	2.659	2.599
8.	Placing children in Special Education	3.578	3.377
9.	Curriculum emphasis on the arts rather than basic skills	2.405	2.351
10.	Hiring/firing of school staff	1.497	1.472
11.	Evaluating teacher performance	1.801	1.780
12.	Deciding priorities for the school budget	2.308	2.288
13.	Emphasizing multicultural/bilingual education	2.334	2.318
14.	Setting promotion and retention standards of students	2.302	2.326
15.	Formulating desegregation/integration plans	2.796	2.856
16.	Making assignments of teachers within a school	1.421	1.426
17.	Deciding if family problems are affecting school performance	3.765	3.764
18.	Setting school discipline guidelines	2.727	2.830
19.	Providing sex role instruction and sex education	2.990	2.992
20.	Setting guidelines for grading students	2.239	2.300

*Using a five-point rating scale from 1 (Not Useful) to 5 (Very Useful).

TABLE 11
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS FOR SCHOOL DECISION ISSUES WHICH PRINCIPALS INDICATED PARENT INPUT WAS MOST USEFUL
(n = 726)

Rank	Item	Decisions	Means	Weighted Means
1.	(17)	Deciding if family problems are affecting school performance	3.765	3.764
2.	(8)	Placing children in Special Education	3.578	3.377
3.	(19)	Providing sex role instruction and sex education	2.990	2.992
4.	(2)	Amount of homework assigned	2.857	2.809
5.	(15)	Formulating desegregation/integration plans.	2.796	2.856

TABLE 12
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS FOR SCHOOL DECISION ISSUES WHICH PRINCIPALS INDICATED PARENT INPUT WAS LEAST USEFUL
(n = 726)

Rank	Item	Decisions	Means	Weighted Means
1.	(16)	Making assignments of teachers within a school	1.421	1.426
2.	(10)	Hiring/firing of school staff	1.497	1.472
3.	(11)	Evaluating teacher performance	1.801	1.780
4.	(5)	Selecting teacher methods	2.054	2.040
5.	(12)	Deciding priorities for the school budget	2.308	2.288

ranked among decisions for which parent input is considered most useful was with regard to "Deciding whether family problems were affecting school performance (modal response of 5 by 31.7% of the participants, $n = 230$, $\overline{x} = 3.764$).

Also among the highest ranked decisions were having to do with "Placing children in special education" (2nd), "Providing sex role instruction and sex education" (3rd), and "Amount of homework assigned" (4th). Having input into decisions concerning "Formulation of desegregation/integration plans" ranked fifth among those which principals indicated parent involvement was most useful (modal response of 3 by 35.3% of the participants, $n = 265$, $\overline{x} = 2.856$).

"Making assignments of teachers within a school" was the decision for which principals felt that parent input would be least useful (modal response of 1 by 73.6% of the participants, $n = 534$, $\overline{x} = 1.426$). Ranked second, third, and fourth in terms of decisions that parent input was least useful were "Hiring/firing of school staff," "Evaluating teacher performance," and "Selecting teacher methods," respectively. Fifth among the decisions for which parent input is considered to be least useful was "Deciding priorities for the school budget" (modal response of 1 for 31.3% of the participants, $n = 227$, $\overline{x} = 2.288$.)

For the remaining decisions, item mean response scores indicated that parent input was somewhat less than useful for Decisions 1, 4, 6, 9, 13, 14 and 20, but somewhat useful regarding Decisions 3, 7, and 18. Overall, parent input was considered to be useful (mean score of above 2.478) for seven decisions and not so useful (mean score of below 2.478) for thirteen decisions.

e. Experiences (Part IV). Items in this part of the questionnaire asked principals to indicate which among the fourteen parent involvement experiences should be part of the training for elementary education undergraduates. Findings with respect to the percentage of yes responses and the frequency of those responses are presented in Table 13. Upon further analysis, the three highest and lowest ranked responses are found in Tables 14 and 15.

"Talking with inservice teachers about ways to work with parents" was the top-ranked experience that principals feel prospective teachers need (97.1% yes, n = 705). Two other important parent involvement experiences include "Participating in parent-teacher conferences" and "Working with parent volunteers."

The least desired training experience according to principals was "Preparing written family histories of children" (51.2% yes, n = 372). Other experiences with low rankings include "Conducting parent conferences" and "Conducting home visits." Although the latter were among the lower ranked based upon percent of yes response, these items (2 and 3) along with items 1, 5, and 9-14 all were viewed as positive kinds of training experiences for elementary education undergraduates in that they received a yes response from 75% or more of the principals.

When asked to rank which are the three most important parent involvement training experiences for undergraduates in elementary teacher education to have, principals perceived "Participating in

TABLE 13
PERCENTAGE AND FREQUENCY RESPONSES OF PRINCIPALS TO ITEMS CONCERNING THE KINDS OF PARENT INVOLVEMENT EXPERIENCES ELEMENTARY EDUCATION UNDERGRADUATES SHOULD HAVE*
(n = 726)

Experiences	% Yes	Frequencies
1. Being involved in parent organizations..........	86.8%	630
2. Working with parent volunteers..................	93.7%	680
3. Participating in parent-teacher conferences.....	94.8%	688
4. Conducting home visits with parents.............	76.2%	553
5. Participating in role playing or other such activities related to parent involvement........	84.4%	613
6. Conducting parent conferences...................	75.1%	545
7. Talking with inservice teachers about ways to work with parents...........................	97.1%	705
8. Preparing written family histories of children..	51.2%	372
9. Talking with parents about ways to work with teachers..................................	80.9%	587
10. Evaluating available materials about parenting..	77.4%	562
11. Being involved in school activities with parents...	85.8%	623
12. Assisting a principal in planning parent involvement activities..........................	85.7%	622
13. Participating in principal-teacher-parent-conferences concerning students...........	85.7%	622
14. Reading assigned parent involvement materials as part of a formal course......................	80.4%	584

*Using a scale of 1 = yes and 2 = no.

TABLE 14
HIGHEST RANKED AMONG PARENT INVOLVEMENT TRAINING EXPERIENCES THAT PRINCIPALS INDICATED ELEMENTARY EDUCATION UNDERGRADUATES SHOULD HAVE
(n = 726)

Rank	Item	Experiences	% Yes	Frequency
1.	(7)	Talking with inservice teachers about ways to work with parents................	97.1%	705
2.	(3)	Participating in parent-teacher conferences................................	94.8%	688
3.	(2)	Working with parent volunteers...........	93.7%	680

TABLE 15
LOWEST RANKED AMONG PARENT INVOLVEMENT TRAINING EXPERIENCES THAT PRINCIPALS INDICATED ELEMENTARY EDUCATION UNDERGRADUATES SHOULD HAVE
(n = 726)

Rank	Item	Experiences	% Yes	Frequency
1.	(8)	Preparing written family histories of children................................	51.2%	372
2.	(6)	Conducting parent conferences...........	75.1%	545
3.	(4)	Conducting home visits with parents......	76.2%	553

parent-teacher conferences" (28.4%, n = 206) as most important, with "Participating in principal-teacher-parent conferences concerning students" as the second (14.5%, n = 105) and third (11.8%, n = 86) most important experiences (see Table 16).

f. Roles (Part V). Seven parent involvement roles identified by Sowers, et al (1980) are listed in this part of the survey. Principals were asked to indicate the extent to which they deemed it important for elementary schools to have parents involved in these roles. School support was the main focus of roles 1, 2 and 4-6. Advocacy and decision-making were indicative of roles 3 and 7 with a third role being part of the paid school staff. Using a five-point Likert scale, 3.000 was the arbitrary mean. However, after weighting the means, 3.467 was the $\bar{x}$ of of weighted means. The difference between these two was .467.

A comparison of the unweighted and weighted item mean scores is presented in Table 17. Only slight differences existed between the two sets of mean scores. A secondary analysis of role mean scores produced an important rank order of the item means from highest to lowest (see Table 18). The data indicate that principals view school support parent involvement roles, i.e., "Audience for school activities" (modal response of 5 by 42.4% of the respondents, n = 308, $\bar{x}$ = 4.116). "School program supporter" (modal response of 5 by 41.3% of the respondents, n = 300, $\bar{x}$ = 4.094) as most important involvement roles for parents.

TABLE 16.

RANK ORDER OF EXPERIENCES PRINCIPALS INDICATED AS MOST IMPORTANT IN HELPING PROSPECTIVE TEACHERS LEARN HOW TO WORK WITH PARENTS
(n = 726)

			F	%
Most Important:	3.	Participating in parent-teacher conferences.	206	28.4
Second Most Important:	13.	Participating in principal-teacher-parent conferences concerning students.	105	14.5
Third Most Important:	13.	Participating in principal-teacher-parent conferences concerning students.	86	11.8

TABLE 17
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSES OF PRINCIPALS TO THE IMPORTANCE OF SELECTED PARENT INVOLVEMENT ROLES*
(n = 726)

Roles	Means	Weighted Means
1. Paid school staff (e.g., aides, parent educators, assistant teachers, etc.)...............	3.019	3.092
2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).......	4.053	4.094
3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions..	2.525	2.609
4. Home tutor for children (i.e., helping children at home to master school work)...........	3.652	3.648
5. Audience for school activities (e.g., attending special performances, etc.).............	4.082	4.116
6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals)...........	3.548	3.589
7. Advocate (i.e., activist role regarding school policies and community issues).............	3.018	3.120

*Using a five-point scale from 1 (Not Important) to 5 (Very Important).

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TABLE 18

COMPARISON OF IMPORTANCE MEAN AND WEIGHTED MEAN RANKINGS OF PARENT INVOLVEMENT ROLES BASED UPON PRINCIPALS' RESPONSES

(n = 726)

Rank	Item	Roles	Means	Weighted Means
1.	(5)	Audience for school activities (e.g., attending special performances, etc.)........	4.082	4.116
2.	(2)	School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).	4.053	4.094
3.	(4)	Home tutor for children (i.e., helping children at home to master school work)......	3.652	3.648
4.	(6)	Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals)......	3.548	3.589
5.	(1)	Paid school staff (e.g., aides, parent educators, assistant teachers, etc.).........	3.019	3.092
6.	(7)	Advocate, (i.e., activist role regarding school policies and community issues)........	3.018	3.120
7.	(3)	Decision-maker (i.e., partners in school planning, curriculum or administrative decisions)..................................	2.525	2.609

Much less importance is attached to roles involved with parents being "Advocate" (modal response of 3 by 36.5% of the respondents, n = 265, $\overline{x}$ = 3.120) and/or "Decision-maker" (modal response of 3 by 34.2% of the respondents, n = 247, $\overline{x}$ = 2.609). In addition, principals perceived the "Paid school staff" (modal response of 3 by 33.2% of the respondents, n = 241, $\overline{x}$ = 3.092) role as being of much less importance.

g. Activities (Part VI). This section of the questionnaire provided the principals with twenty-eight (28) parent involvement activities to indicate how typical they were in their schools. These activities were developed from EDC's conceptual framework for parent involvement (1980) which was drawn from the work of Safran (1980), Stearns (1973), Gordon (1976), and the EDC Project Advisory Committee (Sowers, et al, 1980). The mean of unweighted means was 3.00 with the mean of weighted means being 2.534. This calculated to be a difference of -.466.

A comparison of the unweighted and weighted item response mean scores is displayed in Table 19. There are minor differences between the mean scores for each item. Activities were ranked, according to mean scores, in terms of those indicated as the most and least typical of parent involvement activities in their school by principals. "Attending open house" or "Follow your children's schedule" (modal response of 5 by 47.9% of the respondents, n = 348, $\overline{x}$ = 4.217) was indicated by principals as being the most typical parent activities in their schools. This was followed closely by "Attending parent/teacher conferences about children's progress,"

TABLE 19
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSES OF PRINCIPALS FOR TYPICAL PARENT INVOLVEMENT ACTIVITIES IN THEIR SCHOOLS
(n = 726)

	Activities	Means	Weighted Means
1.	Setting goals with teachers for classroom learning.	1.816	1.845
2.	Assisting children with school assignments at home.	3.611	3.596
3.	Visiting the school to observe in classroom........	2.823	2.747
4.	Attending open house or "follow-your-children's schedule" activities..............................	4.228	4.217
5.	Participating in activities to prepare parents for home tutoring of their children................	2.265	2.307
6.	Preparing and disseminating parent newsletter......	2.403	2.453
7.	Holding fund-raisers to support school needs.......	3.702	3.810
8.	Conducting school public relations activities in the community..................................	2.820	2.855
9.	Identifying community resources for the school.....	2.738	2.780
10.	Holding social functions at the school (coffees, luncheons, potluck suppers, etc.).................	2.791	2.855
11.	Tutoring students at home..........................	2.653	2.642
12.	Assisting teachers with classroom learning activities...	2.544	2.629
13.	Assisting in school resource areas, playgrounds, and health facilities.............................	2.373	2.437
14.	Chaperoning for school field trips, picnics, parties, etc...	3.770	3.853
15.	Helping with the improvement of school facilities and the classroom learning environment.............	2.767	2.803

*Using a five-point scale from 1 (Not Typical) to 5 (Very Typical).

TABLE 19 (Continued)

	Activities	Means	Weighted Means
16.	Providing clerical assistance to teachers..........	2.199	2.277
17.	Participating in parent-teacher inservice activities at school..............................	2.325	2.331
18.	Attending parent-teacher educational meetings or conferences away from school....................	2.219	2.136
19.	Participation in school budget planning............	1.490	1.570
20.	Participating in curriculum development............	1.740	1.782
21.	Assisting in establishment of school's educational goals..................................	2.115	2.114
22.	Participation in evaluation of school programs and instruction..................................	1.982	2.008
23.	Participation in evaluation of school staff........	1.365	1.439
24.	Participation in evaluation of students............	1.519	1.557
25.	Participation in decisions about hiring/ firing of school staff............................	1.225	1.264
26.	Identifying needs and problem areas of the school..	2.524	2.586
27.	Initiating policy changes for the school or school district....................................	1.999	2.086
28.	Attending parent/teacher conferences about children's progress..............................	3.884	3.976

"Chaperoning for school field trips, picnics, parties, etc." and "Holding fund-raisers to support school needs." Ranked fifth by principals among the most typical parent involvement activities for their schools was "Assisting children with school assignments at home" (modal response of 3 by 39.3% of the respondents, n = 285, $\overline{x}$ = 3.596, see Table 20).

The five activities considered least typical of parent involvement in their schools are presented by rank order in Table 21. "Participation in decisions about hiring/firing of school staff" was viewed as the least typical parent involvement activity (modal response of 1 by 83.1% of the respondents, n = 603, $\overline{x}$ = 1.264). Other activities indicated by principals as being untypical of parent involvement in their schools were "Participation in evaluation of school staff," "Participation in evaluation of students," and "Participation in school budget planning." The fifth ranked not typical parent involvement activity was "Participation in curriculum development" (modal response of 1 by 49.9% of the respondents, n = 369, $\overline{x}$ = 1.782).

h. Goals (Part VII). Twelve (12) parent involvement goal statements were developed using Sowers, et al (1980) "Key Characteristics of Successful Parent Involvement Programs" as a frame of reference. Table 22 presents the unweighted and weighted item response means for each goal statement. The mean of unweighted means for goal statements is 2.500 with the mean of weighted means being 3.320.

In Table 22, the unweighted and weighted mean response scores for each item are presented. There are slight differences in

TABLE 20
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS OF SCHOOL PARENT INVOLVEMENT ACTIVITIES SEEN AS MOST TYPICAL BY PRINCIPALS
(n = 726)

Rank	Item	Activities	Means	Weighted Means
1.	(4)	Attending open house or "follow-your-children's schedule" activities............	4.228	4.217
2.	(28)	Attending parent/teacher conferences about children's progress..................	3.884	3.976
3.	(14)	Chaperoning for school field trips, picnics, parties, etc..............................	3.770	3.853
4.	(7)	Holding fund-raisers to support school needs.	3.702	3.810
5.	(2)	Assisting children with school assignments at home....................................	3.611	3.596

TABLE 21
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS OF SCHOOL PARENT INVOLVEMENT ACTIVITIES SEEN AS LEAST TYPICAL BY PRINCIPALS
(n = 726)

Rank	Item	Activities	Means	Weighted Means
1.	(25)	Participation in decisions about hiring/firing of school staff.....................	1.225	1.264
2.	(23)	Participation in evaluation of school staff.	1.365	1.439
3.	(24)	Participation in evaluation of students.....	1.490	1.557
4.	(19)	Participation in school budget planning.....	1.519	1.570
5.	(20)	Participation in curriculum development.....	1.740	1.782

TABLE 22
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSES OF PRINCPALS TO SELECTED PARENT INVOLVEMENT GOALS*
(N = 726)

	Goals	Means	Weighted Means
1.	To encourage and provide for continuous growth of parent invovlement......................	3.188	3.195
2.	To increase parent, student, and school staff expectations and school success.............	3.330	3.350
3.	To develop with school staff ways of involving more parents in the schools.......................	3.263	3.289
4.	To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members)..................	3.393	3.439
5.	To allow parents to share their special expertise talent, time and energy in ways that fulfill them as parents and individuals........................	3.405	3.407
6.	To maintain open communication with parents through a variety of methods......................	3.581	3.604
7.	To improve children's self-esteem and academic achievement......................................	3.636	3.647
8.	To have parents help with the evaluation of school programs..................................	2.762	2.793
9.	To have parents become part of planning, implementation, and support of school programs..........	2.920	2.969
10.	To increase parents' commitment to the success of the school..................................	3.392	3.419
11.	To develop ways for parents to help improve the learning climate and school program richness.......	3.257	3.266
12.	To increase parents' recognition of themselves as partners in the educational process............	3.428	3.456

*Using a four-point scale from 1 (Strongly Disgree) to 4 (Strongly Agree).

item scores for the two data sets. A closer examination of these data produced listings of the goals statements with which principals agreed most and those with which they least agreed (see Tables 23 and 24). Principals had strongest agreement with the Goal 7, "To improve children's self-esteem and academic achievement" (modal response of 4 by 64.7% of the respondents, $n = 470$, $\overline{x} = 3.647$). Strong agreement was indicated also for goals dealing with "Open communications with parents" (#6), "Recognition of parents as partners in educational process" (#12), and "Allowing parents to be involved in ways that are fulfilling as parents and individuals" (#5).

Principals least agreed with Goal 8, "To have parents help with evaluation of school programs" (modal response of 3 by 59.4% of the respondents, $n = 431$, $\overline{x} = 2.793$). Disagreement among principals was evident also for goals concerning "Parent planning, implementation and support of school programs" (#9), "Encouraging and providing continued parent involvement growth" (#1), and "Methods of parent assistance for improving learning climate and richness of school program" (#11).

2. Breakdown of Item Responses by Demographic Variables

Items in each part of the questionnaire which elicited the greatest variation in response were broken down by 7 demographic variables to see if the variation might be due to differences among subgrous within the sample. Analysis of variance was used to compare responses of subgroups who differed in terms of gender, educational level, ethnic background, years of experience as a principal, city size, size of school, and state

TABLE 23
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS OF PARENT INVOLVEMENT GOALS WITH WHICH PRINCIPALS MOST STRONGLY AGREE
(n = 726)

Rank	Item	Goals	Means	Weighted Means
1.	(7)	To improve children's self-esteem and academic achievement	3.636	3.647
2.	(6)	To maintain open communications with parents through a variety of methods	3.581	3.604
3.	(12)	To increase parents' recognition of themselves as partners in the educational process	3.428	3.456
4.	(5)	To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals	3.405	3.439

TABLE 24
COMPARISON OF MEAN AND WEIGHTED MEAN RESPONSE RANKINGS OF PARENT INVOLVEMENT GOALS WITH WHICH PRINCIPALS LEAST AGREE
(n = 726)

Rank	Item	Goals	Means	Weighted Means
1.	(8)	To have parents help with the evaluation of school programs	2.762	2.793
2.	(9)	To have parents become part of planning, implementation, and support of school programs	2.920	2.969
3.	(1)	To encourage and provide for continuous growth of parent involvement	3.188	3.195
4.	(11)	To develop ways for parents to help improve the learning climate and school program richness	3.257	3.266

of residence. The analysis identified items on which there were significant differences in the responses of the subgroups, and it provided information about the magnitude of those differences. A significance level of $p \leq .05$ was used to identify significant differences, and the eta^2 statistic was used to estimate the amount of variance which could be accounted for by the difference.

Each of seven demographic variables used in this analysis were shown to have some relationship to variation in responses to items, but in no instance did these differences account for more than 10% of the variance for an item (eta^2 = .10). As shown in Table 25, there was a significant difference in the response of males and females to only two items (Role 7 and Goal 5), but the size of this difference was relatively small, accounting for less than 4% of the total variance on either item. While females were more positive in their responses to these items than males, this did not seem to have a noticeable influence on responses. Principals' educational level seemed to be a more meaningful variable in that 8 items were shown to have significant differences (see Table 26). As a group, principals with masters' degrees plus hours had the highest n and the strongest feelings with respect to responses for these items. However, the size of these differences was still very small (eta^2 = .03), which suggests it had no great influence on response variation. Ethnic background also appeared to be related to differences in response to 9 items, but the amount of variance accounted for by ethnic differences was between 21.% and 4.1% (eta^2 = .021 to .041). The group response mean scores for these items tend to be more positive or higher on the part of minority principals as compared to those of Anglo principals. These figures suggest that ethnic background may influence response to

TABLE 25
ITEMS WHERE RESPONSES VARIED ACCORDING TO GENDER
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part V - Role 7. Advocate (i.e., activist role regarding school policies and community issues)	.033
Part VII - Goal 5. To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals	.026

TABLE 26
ITEMS WHERE RESPONSES VARIED ACCORDING TO RESPONDENTS' EDUCATIONAL LEVEL
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part I - Opinion 8. Teachers have enough to do without also having to work with parents.............	.030
- Opinion 13. Teacher evaluation by parents is a good idea......................................	.021
Part II - Opinion 10. More parents need to be included on curriculum development committees.................	.021
Part V - Role 3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions)..	.021
- Role 7. Advocate (i.e., activist role regarding school policies and community issues).......	.020
Part VI - Activity 7. Holding fund-raisers to support school needs.................................	.028
- Activity 15. Helping with the improvement of school facilities and the classroom learning environment..	.021
Part VII - Goal 9. To have parents become part of planning, implementation, and support of school programs..	.027

these 9 items, but that the influence is not very strong, and may be moderated by the effects of other variables (see Table 27).

The demographic characteristic which seemed to have the strongest influence on responses to the items was city size. As shown in Table 28, this variable was related to differences on 8 items, including Role 7 and 7 items describing parent involvement activities. Response means scores for cities with less than 50,000 was slightly negative towards these items whereas as larger cites were more positive. Newsletter and fund raiser activities were best examples of this with small locations indicating these being almost non-existent and larger areas finding them quite typical. The amount of variance which could be attributed to the influence of city size varied between 2.4% and 10.2%, which suggests that the influence of city size is somewhat stronger than the influence of the other demographic characteristics.

The other variables which seemed to influence responses to the items included years of experience working as a principal (see Table 29), size of school enrollment (see Table 30), and state of residence (see Table 31). In each case, there were several items for which there seemed to be differences among the subgroups, but these differences never accounted for more than 4% of the variance for any item. The small amount of variance accounted for by each variable suggests that the influence of any single variable may be moderated by combinations of other factors which may also influence one's response.

TABLE 27
ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO ETHNIC BACKGROUND
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part II - Opinion 9. Parent participation in all school related matters needs to be increased	.041
- Opinion 10. More parents need to be included on curriculum development committees	.023
- Opinion 13. It is difficult to get low income families involved in their children's schools	.021
Part III - Decision 3. Choosing classroom discipline methods	.037
Part IV - Experience 6. Conducting parent conferences	.032
Part V - Role 3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions)	.024
- Role 7. Advocate (i.e., activist role regarding school policies and community issues)	.033
Part VI - Activity 13. Assisting in school resource areas, playgrounds, and health facilities	.030
- Activity 17. Participating in parent-teacher inservice activities at school	.026

TABLE 28
ITEMS FOR WHICH RESPONSES VARIED ACCORDING
TO CITY SIZE
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part V - Role 7. Advocate (i.e., activist role regarding school policies and community issues)	.033
Part VI - Activity 6. Preparing and disseminating parent newsletter	.102
- Activity 7. Holding fund-raisers to support school needs	.091
- Activity 8. Conducting school public relations activities in the community	.024
- Activity 10. Holding social functions at the school (coffees, luncheons, potluck suppers, etc.)	.046
- Activity 13. Assisting in school resource areas, playgrounds, and health facilities	.025
- Activity 15. Holding with the improvement of school facilities and the classroom learning environment	.029
- Activity 17. Participating in parent-teacher inservice activities at school	.030

TABLE 29
ITEMS FOR WHICH RESPONSES VARIED ACCORDING TO YEARS WORKING AS A PRINCIPAL
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part V - Role 7. Advocate (i.e., activist role regarding school policies and community issues.......	.022
Part VI - Activity 17. Participating in parent-teacher inservice activities at school...............	.020

TABLE 30
ITEMS WHERE RESPONSES VARIED ACCORDING TO SCHOOL ENROLLMENT
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part I - Opinion 8. Teachers have enough to do without also having to work with parents	.033
Part III - Role 7. Advocate (i.e., activist role regarding school policies and community issues)	.023
Part VI - Activity 6. Preparing and disseminating parent newsletter	.021
- Activity 13. Assisting in school resource areas, playgrounds, and health facilities	.020

TABLE 31
ITEMS WHERE RESPONSES VARIED ACCORDING TO STATE OF RESIDENCE
($p \leq .05$)

Item	Estimated Variance Accounted for (eta^2)
Part II - Opinion 10. More parents need to be included on curriculum development committees........	.021
Part III - Decision 3. Choosing classroom discipline methods..	.022
- Decision 8. Placing children in Special Education..	.025
- Decision 15. Formulating desegregation/integration plans....................................	.031
Part IV - Experience 4. Conducting home visits with parents..	.029
Part V - Role 3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions)...	.034
- Role 7. Advocate (i.e., activist role regarding school policies and community issues)......	.027
Part VII - Goal 8. To have parents help with the evaluation of school programs........................	.024
- Goal 9. To have parents become part of planning, implementation, and support of school programs..	.035
- Goal 11. To develop ways for parents to help improve the learning climate and school program richness..	.022

3. Item Responses by Domain

The questionnaire was constructed on the basis of five (5) major domain areas. Items were generated for various parts of the instrument to reflect the focus of each domain. The means ratings of items were examined to determine the strength of item responses within each domain. The five parent involvement domain areas are:

Domain I - Home Learning

Domain II - Teacher Training

Domain III - School Decision Making

  A. Administration
  B. Curriculum and Instruction

Domain IV - School Program Support

Domain V - General Attitudes

  A. Working with Parents
  B. Competence of Parents
  C. Parent Involvement Responsibility
  D. Parents as Partners
  E. Parent Involvement's Value

a. Domain I. This domain consists of three Opinions, one Role and three Activities. Within the domain, principals varied in their response to each item. Results in Table 32 show that principals had strong positive responses to Opinion 1 ($\overline{x}$ = 3.498) and Opinion 14 ($\overline{x}$ = 3.362) with a somewhat strong response to Opinion 11 ($\overline{x}$ = 2.815), all of which relate to parent involvement and home learning. Negative responses from principals were indicated for Opinion 22 ($\overline{x}$ = 2.228) and Opinion 19 ($\overline{x}$ = 2.316) as shown in Table 32 (1 = strongly disagree to 4 = strongly agree). Principals responded very positively to home tutor as

TABLE 32
DOMAIN I - PARENT INVOLVEMENT AND HOME LEARNING

	Items	Weighted Means
	Opinions	
1.	Teachers need to provide parents with ideas about helping with children's school work at home	3.498
11.	Parents should help children do their homework	2.815
14.	Parents need to make sure that children do their homework	3.362
19.	More parents would help children at home if they knew what to do	2.316
22.	Parents do more harm than good by helping their children with homework	2.028
	Roles	
4.	Home tutor for children (i.e., helping children at home to master school work)	3.648
	Activities	
2.	Assisting children with school assignments at home	3.596
5.	Participating in activities to prepare parents for home tutoring of their children	2.307
11.	Tutoring students at home	2.642

a role for parents (Role 4, $\overline{x} = 3.648$, 1 = not important to 5 = very important) and indicated that helping children at home with school work was quite typical of parent involvement activities in their schools (Activity 2, $\overline{x} = 3.596$). However, principals responded that taking part in preparations for becoming home tutors of children (Activity 5, $\overline{x} = 2.307$) and tutoring children at home (Activity 11, $\overline{x} = 2.642$) were generally untypical of the kinds of parent involvement activities in their schools (response scale being 1 = not typical to 5 = very typical).

b. Domain II. Items in this domain consist of three Opinions and fourteen Experiences (see Table 33). Opinion 3 regarding a required course on working with parents for elementary education undergraduates drew the most positive response ($\overline{x} = 3.151$) whereas, an elective parent involvement course for such students received a more neutral response ($\overline{x} = 2.831$). Principals had a strong negative reaction to teachers not needing training to prepare them for working with parents (Opinion 11, $\overline{x} = 1.774$), 1 = strongly disagree to 4 = strongly agree).

Generally, principals were in favor of most parent involvement teacher training experiences as indicated by strong positive (yes) responses to 10 of the 14 experiences listed in Table 33 (mean response of 80% or more for Items 1-3, 5, 7, 9, 11-14). There was less enthusiasm for Items 4, 6 and 10, but each had a 75% or more yes response rate. Principals were less favorable in their response to training of teachers for parent involvement which has them prepare written family histories of children as

TABLE 33
DOMAIN II - PARENT INVOLVEMENT AND TEACHER TRAINING

	Items	Weighted Means
	Opinions	
3.	A course in working with parents should be required for undergraduates in elementary education............	3.151
5.	There needs to be an elective course about involving parents for undergraduates in teacher training.........	2.831
11.	Teachers do not need training to prepare them for working with parents................................	1.774

	Experiences	% Yes	f
1.	Being involved in parent organizations.......	86.8%	630
2.	Working with parent volunteers..............	93.7%	680
3.	Participating in parent-teacher conferences..	94.8%	688
4.	Conducting home visits with parents.........	76.2%	553
5.	Participating in role playing or other such activities related to parent involvement.....	84.4%	613
6.	Conducting parent conferences...............	75.1%	545
7.	Talking with inservice teachers about ways to work with parents........................	91.7%	705
8.	Preparing written family histories of children..................................	51.2%	372
9.	Talking with parents about ways to work with teachers.............................	80.9%	587
10.	Evaluating available materials about parenting.................................	77.4%	562
11.	Being involved in school activities with parents..................................	85.8%	623
12.	Assisting a principal in planning parent involvement activities.....................	85.7%	622
13.	Participating in principal-teacher-parent conferences concerning students.............	85.7%	622
14.	Reading assigned parent involvement materials as part of a formal course.................	80.4%	584

shown by only a 51.2% yes response in Table 33.

c. Domain III. There are five Opinion, one Role, one Goal, nine Activity and twenty Decision items in this domain. Most of the items deal specifically with either administrative or curriculum/instruction types of decisions. A few items were less clearly related to these two decision groups and are discussed as decision making in general. Items having to do with parent involvement in administrative decision making drew negative responses from principals as indicated by the mean responses for Opinions 12 ($\bar{x} = 1.964$) and 13 ($\bar{x} = 1.849$); Decisions 10 ($\bar{x} = 1.472$), 11 ($\bar{x} = 1.780$); Activities 25 ($\bar{x} = 1.264$), 23 ($\bar{x} = 1.439$), and 19 ($\bar{x} = 1.570$) as shown in Table 34 (1 = strongly disagree, 4 = strongly agree.

Participants were somewhat less negative in their responses to parents being involved in school administrative decisions as indicated by the mean responses for Decisions 12 ($\bar{x} = 2.288$) and 14 ($\bar{x} = 2.326$) in Table 34. They were slightly positive in their responses to parent involvement in school administration decisions such as Decisions 15 ($\bar{x} = 2.856$), 18 ($\bar{x} = 2.830$) and Activity 26 ($\bar{x} = 2.586$) as presented in Table 34 (1 = not useful, 5 = very useful).

The general administrative decision items also evoked a range of responses from principals. There were negative responses by principals to Role 3 ($\bar{x} - 2.609$), Opinions 16 ($\bar{x} = 2.088$), 24 ($\bar{x} = 1.981$) and Goal 9 ($\bar{x} = 2.969$) in Table 34. However, a strong positive response was indicated for Decision 17 ($\bar{x} = 3.764$) which is concerned with parents having input into deciding if family roles are affecting school performance (see Table 34).

Parent involvement in curriculum and instruction decisions prompted a wide range of responses from principals. Strongest positive responses were indicated for Decisions 8 ($\overline{x}$ = 3.377), 19 ($\overline{x}$ = 2.992), 2 ($\overline{x}$ = 2.809), 3 ($\overline{x}$ = 2.767) and Opinion 10 ($\overline{x}$ = 2.708) in Table 34. Principals tended to be neutral (considered these somewhat useful) in their responses to having parents involved in decision making such as that in Decisions 4 ($\overline{x}$ = 2.412), 6 ($\overline{x}$ = 2.449), 7 ($\overline{x}$ = 2.599) and 1 ($\overline{x}$ = 2.399). Involving parents in such issues as those of Decision 9 ($\overline{x}$ = 2.351), Decision 13 ($\overline{x}$ = 2.318) and Decision 20 ($\overline{x}$ = 2.300) was perceived somewhat negatively by principals.

Stronger negative responses were indicated by principals in their responses to decision making as reflected by Decision 6, ($\overline{x}$ = 2.040) Activity 22 ($\overline{x}$ = 2.008), Activity 21 ($\overline{x}$ = 2.114), Activity 1 ($\overline{x}$ = 1.845), Activity 24 ($\overline{x}$ = 1.557), and Activity 20 ($\overline{x}$ = 1.782) based on findings in Table 34.

d. Domain IV. This domain is concerned with parent involvement for support of the school program as a basic theme. Two Role, eleven Activity and two Goal items comprise Domain IV (see Table 35). Items with which principals indicated strong positive response for being supportive of the school program were Activities 4 ($\overline{x}$ = 4.217), 7 ($\overline{x}$ = 3.810), and 14 ($\overline{x}$ = 3.853); Roles 5 ($\overline{x}$ = 4.116), 2 ($\overline{x}$ = 4.094), Goal 11 ($\overline{x}$ = 3.456), and Goal 10 ($\overline{x}$ = 3.419).

Activities 8, 10 ($\overline{x}$ for both = 2.855), 9 ($\overline{x}$ = 2.780), 15 ($\overline{x}$ = 2.803), and 12 ($\overline{x}$ = 2.629) were perceived as somewhat

TABLE 34
DOMAIN III - PARENT INVOLVEMENT AND SCHOOL DECISION MAKING

	Items	Weighted Means
	Opinions	
12.	Principals should be evaluated by parents	1.964
13.	Teacher evaluation by parents is a good idea	1.849
10.	More parents need to be included on curriculum development committees	2.708
16.	Parents have too much input into decisions that are the concern of school staff	2.088
24.	Parents should have the final word in educational decisions affecting their children	1.981
	Roles	
3.	Decision maker (i.e., partners in school planning, curriculum or administrative decisions	2.609
	Decisions	
1.	Grouping of children for instruction	2.399
2.	Amount of homework assigned	2.809
4.	Evaluating pupil performance	2.412
5.	Selecting teaching methods	2.040
6.	Selecting textbooks and other learning materials	2.449
7.	Emphasizing affective skills rather than cognitive skills	2.599
8.	Placing children in Special Education	3.377
9.	Curriculum emphasis on the arts rather than basic skills	2.351
13.	Emphasizing multicultural/bilingual education	2.318

TABLE 34 (Continued)

	Items	Weighted Means
	Decisions	
19.	Providing sex role instruction and sex education	2.992
20.	Setting guidelines for grading students	2.300
10.	Hiring/firing of school staff	1.472
11.	Evaluating teacher performance	1.780
12.	Deciding priorites for the school budget	2.288
14.	Setting promotion and retention standards of students	2.326
15.	Formulating desegregation/integration plans	2.856
18.	Setting school discipline guidelines	2.830
3.	Choosing classroom discipline methods	2.767
17.	Deciding if family problems are affecting school performance	3.764
	Activities	
1.	Setting goals with teachers for classroom learning	1.845
19.	Participation in school budget planning	1.570
20.	Participating in curriculum development	1.782
21.	Assisting in establishment of school's educational goals	2.114
22.	Participation in evaluation of school programs and instruction	2.008
23.	Participation in evaluation of school staff	1.439
24.	Participation in evaluation of students	1.557
25.	Participation in decisions about hiring/firing of school staff	1.264
26.	Identifying needs and problem areas of the school	2.586

TABLE 34 (Continued)

Items	Weighted Means
Goals	
9. To have parents become part of planning, implementation, and support of school programs	2.969

supportive of school programs according to principals' responses. Whereas, Activities 13 ($\overline{x}$ = 2.437) and 16 ($\overline{x}$ = 2.277) were viewed by principals as not supportive of school programs based upon the response means (see Table 35).

e. Domain V. A total of 35 items are clustered in this domain. They include twenty-two Opinions, one Role, three Activities, and nine Goals (see Table 36). Within the domain, five subgroups of attitudes are distinguished. The first (a) deals with attitudes toward working with parents. Included are Opinions 6, 8 and 9. Principals responded most positively to the opinions concerning teachers assuming more of the responsibilities that parents had ($\overline{x}$ = 3.422) and many teachers being uncomfortable in working with parents ($\overline{x}$ = 3.023). However, principals responded negatively to teachers having enough to do without working with parents ($\overline{x}$ = 1.777).

Competence of parents is the focus of items in the second attitude subgroup (b) for Domain V. Five opinions for this subgroup (1, 6, 8, 12, and 21) are found in Part II (see Table 36). Principals were somewhat negative in their responses concerning the competence of parents to be involved in schools as indicated by the response means for Opinions 6 ($\overline{x}$ = 2.537), 8 ($\overline{x}$ = 2.423), and 12 ($\overline{x}$ = 2.550). They were somewhat more positive in their responses concerning parent competence in the area of parents being able to make rational decisions about children when provided with sufficient information (Opinion 21, $\overline{x}$ = 2.926) and the perception that parents prefer to be involved with children's arts and crafts rather than with basic skill activitities (Opinion 1, $\overline{x}$ = 2.743) in Table 36.

TABLE 35
DOMAIN IV - PARENT INVOLVEMENT AND SCHOOL PROGRAM SUPPORT

Items		Weighted Means
	Roles	
2.	School program supporter (e.g., volunteers for activities, field trip chaperones, etc.)	4.094
5.	Audience for school activities (e.g., attending special performances, etc.)	4.116
	Activities	
4.	Attending open house or "follow-your-children's schedule" activities	4.217
6.	Preparing and disseminating parent newsletter	2.453
7.	Holding fund-raisers to support school needs	3.810
8.	Conducting school public relations activities in the community	2.855
9.	Identifying community resources for the school	2.780
10.	Holding social functions at the school (coffees, luncheons, potluck suppers, etc.)	2.855
12.	Assisting teachers with classroom learning activities	2.629
13.	Assisting in school resource areas, playgrounds, and health facilities	2.437
14.	Chaperoning for school field trips, picnics, parties, etc	3.853
15.	Helping with the improvement of school facilities and the classroom learning environment	2.803
16.	Providing clerical assistance to teachers	2.277
	Goals	
10.	To increase parents' commitment to the success of the school	3.419
11.	To develop ways for parents to help improve the learning climate and school program richness	3.456

TABLE 36
DOMAIN V - GENERAL ATTITUDES TOWARD PARENT INVOLVEMENT

Items	Weighted Means
Opinions (Part I)	
2. Principals need to provide teachers with guidelines about parent involvement	3.320
4. Teachers must take the initiative to get parents involved in education	2.975
14. Principals should be responsible for parents taking a more active role in the schools	2.799
9. Teachers are having to take on many of the responsibilities that parents used to assume	3.422
6. Many teachers are uncomfortable working with parents	3.023
8. Teachers have enough to do without also having to work with parents	1.777
Opinions (Part II)	
1. Most parents would rather be involved with children's arts and crafts than with basic skills	2.743
2. Parents need to provide principals with ideas about how they can become involved in school	2.820
3. Most parents want more information sent home about classroom instruction	2.811
4. Most parents are comfortable when they come to the school	2.403
6. Most parents are not able to teach their children basic skills	2.537
7. Most parents are cooperative with teachers	3.010
8. Most parents know what is best for their school-age children	2.423
9. Parent participation in all school related matters needs to be increased	2.866
12. Most parents do not have the necessary training to take part in making school decisions	2.550

TABLE 36 (Continued)

Items	Weighted Means
13. It is difficult to get low income families involved in their children's schools	3.094
15. It is difficult to get working parents involved in the school	3.014
18. Most parents are unwilling to spend time on their children's education	2.316
17. Most parents are not able to accept negative feedback about their children from teachers	2.575
20. Parent involvement in schools should be the responsibility of parents	2.483
21. Parents can make rational decisions about their children when given adequate information	2.926
23. Involving middle and upper income parents in the school is easy	2.341
Roles	
6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students, and principals)	3.589
Activities	
17. Participating in parent-teacher inservice activities at school	2.331
18. Attending parent-teacher educational meetings or conferences away from school	2.136
28. Attending parent-teacher conferences about children's progress	3.976
Goals	
1. To encourage and provide for continuous growth of parent involvement	3.195
2. To increase parent, student, and school staff expectations and school success	3.350

TABLE 36 (Continued)

	Items	Weighted Means
	Goals	
3.	To develop with school staff ways of involving more parents in the schools	3.289
4.	To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members)	3.439
5.	To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals	3.407
6.	To maintain open communications with parents through a variety of methods	3.604
7.	To improve children's self-esteem and academic achievement	3.647
8.	To have parents help with the evaluation of school programs	2.793
12.	To increase parents' recognition of themselves as partners in the educational process	3.456

The third attitude subgroup (c) deals with parent involvement responsibility. Opinions 2, 4, 14 in Part I and 2, and 20 from Part II best represent this attitude subgroup (see Table 36). Principals indicated strong agreement with the idea that they should provide teachers with parent involvement guidelines (Opinion 2, $\overline{x}$ = 3.320). But they were less positive in their response to principals being responsible for parents taking more active roles in school (Opinion 14, $\overline{x}$ = 2.799). Principals were more agreeable with teachers needing to take the initiative for involving more parents in education (Opinion 4, $\overline{x}$ = 2.975). However, there was disagreement by principals with having parents be responsible for parent involvement in schools (Opinion 20, $\overline{x}$ = 2.483).

The fourth subgroup (d) is concerned with attitudes toward parents as partners in the education of children. Eight Opinions, one Role, three Activities, and one Goal make up the residual of items in this subgroup (see Table 36). Principals responded negatively to the ideas that parents feel comfortable when they come to school (Opinion 4, $\overline{x}$ = 2.403), that parents are unwilling to spend time on their children's education (Opinion 18, $\overline{x}$ = 2.316), that parents are unable to accept negative feedback about children from teachers (Opinion 17, $\overline{x}$ = 2.575) and that involving middle and upper income parents is easy (Opinion 23, $\overline{x}$ = 2.341). In addition, principals do not see this partnership in practices as indicated by parents participating in school parent/teacher inservice activities (Activity 17, $\overline{x}$ = 2.331) and their attending parent/

teacher educational meetings or conferences away from school Activity 18, $\overline{x} = 2.136$) being untypical of parent involvement in their schools.

Principals are more positive concerning the partnership based upon responses to items such as parents for the most part being cooperative as teachers, parents wanting more classroom instruction information sent home (Opinion 3, $\overline{x} = 2.811$), increasing parent participation in all school related matters (Opinion 9, $\overline{x} = 2.866$), parents participating in school inservice as co-learners (Role 6, $\overline{x} = 3.589$) and parents being cooperative with teachers (Opinion 7, $\overline{x} = 3.010$). Most typical of parents as partners in education was that of parents attending parent/teacher conferences about children's progress (Activity 28, $\overline{x} = 3.976$). Helping to increase parents' recognition of themselves as partners in education (Goal 12, $\overline{x} = 3.456$) also drew strong agreement from principals.

The difficulty of working with parents as partners is expressed in principals' reactions to Opinions 13 and 15. There is a strong agreement among principals that involving both low income families (Opinion 13, $\overline{x} = 3.094$) and working parents (Opinion 15, $\overline{x} = 3.014$) are very difficult. Conversely, there was strong principal disagreement with involving middle and upper income parents in schools being easy.

The last subgroup (e) contains items dealing with attitudes toward parent involvement's value. Eight goals represent the items in this subgroup. Principals seemed to value parent involvement which increases the expectations of all concerned and school success (Goal 2, $\overline{x}$ = 3.350), reinforces the view of schools belonging to all they affect (Goal 4, $\overline{x}$ = 3.439), and allows parents to share of themselves, their time and energy in self-fulfilling ways (Goal 5, $\overline{x}$ = 3.407).

High value also was attached by principals to parent involvement which maintains open communications with parents in several ways (Goal 6, $\overline{x}$ = 3.604) and improves children's self-esteem and academic achievement (Goal 7, $\overline{x}$ = 3.647). Principals seem to place less value in parent involvement which has parents help with evaluating school programs (Goal 8, $\overline{x}$ = 2.793), is encouraged and grows continually (Goal 1, $\overline{x}$ = 3.195), and develops through methods by school staff to involve more parents (Goal 3, $\overline{x}$ = 3.289).

4. Factor Analysis of Parts I-VII of the Questionnaire. Each part of the questionnaire was factor analyzed to identify relationships between the items. In Parts I-IV, there were three factors in each of the parts with an eigenvalue of greater than 1.0. In Part V there were two such factors, in Part VI there were five, and in Part VII there were two. In all there were 21 factors which could be used to describe the relationship between items in the survey. For each factor, the items with a factor loading of .40 or greater were identified and individual responses to those items were used to compute a summated score for each factor. These factor scores were then used to create a 21 x 21 factor matrix to examine the relationships between the factors.

The first factor in Part I (Opinions) consisted of 5 items which expressed the view that both principals and teachers are responsible for parent involvement. Using a four-point response scale where 1 = strongly disagree and 4 = strongly agree, there was a factor score of 3.18 indicating strong principal agreement with these items (see Table 37). The second factor in Part I consisted of two items which expressed the view that principals and teachers should be evaluated by parents. The factor score of 1.91 indicates relatively strong principal disagreement with this view by respondents (see Table 38). The third factor also consists of two items which express the view that teachers should get training to work with parents. The factor score of 3.17 indicates strong agreement with this view by principals (see Table 39).

Part II consists of 26 opinions related to parents and parent involvement. The first factor in Part II consisted of 5 items which suggest that parents may not have either the skills or the motivation for parent involvement. The factor score of 2.33 is close to the midpoint of 2.5 on the four-point scale, indicating a neutral response by principals in this study (see Table 40). The second factor consisted of 3 items which generally express the idea that parents should be more involved in school matters. Again on this factor, the score of 2.63 suggests a relatively neutral response to these items (see Table 41). The third factor consisted of only 2 items which deal with the difficulty of getting either low income or working parents involved in their

TABLE 37
PART I - OPINIONS
FACTOR 1 - PRINCIPALS AND TEACHERS ARE BOTH RESPONSIBLE FOR PARENT INVOLVEMENT*
($\overline{X}$ = 3.18)

Items Loading on This Factor

1. Teachers need to provide parents with ideas about helping with children's school work at home.
2. Principals need to provide teachers with guidelines about parent involvement.
4. Teachers must take the initiative to get parents involved in education.
14. Principals should be responsible for parents taking a more active role in the schools.

Negative Loading Item

8. Teachers have enough to do without also having to work with parents.

TABLE 38
PART I - OPINIONS
FACTOR 2 - SCHOOL STAFF SHOULD BE EVALUATED BY PARENTS*
($\overline{X}$ = 1.91)

12. Principals should be evaluated by parents.
13. Teacher evaluation by parents is a good idea.

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*1 = Strongly Disagree, 4 = Strongly Agree.

TABLE 39
PART I - OPINIONS
FACTOR 3 - TEACHERS SHOULD GET TRAINING TO WORK WITH PARENTS*
($\overline{X}$ = 3.17)

Item Loading on This Factor

3. A course in working with parents should be required for undergraduates in elementary education.

Negative Loading Item

11. Teachers do not need training to prepare them for working with parents.

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*1 = Strongly Disagree, 4 = Strongly Agree.

TABLE 40
PART II - OPINIONS
FACTOR 1 - ATTITUDES TOWARD PARENTS AFFECTING PARENT INVOLVEMENT*
($\overline{X}$ = 2.33)

Items Loading on This Factor

16. Parents have too much input into decisions that are the concern of school staff.

17. Most parents are not able to accept negative feedback about their children from teachers.

18. Most parents are unwilling to spend time on their children's education.

Negative Loading Items

21. Parents can make rational decisions about their children when given adequate information.

8. Most parents know what is best for their school-age children.

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*1 = Strongly Disagree, 4 = Strongly Agree.

TABLE 41
PART II - OPINIONS
FACTOR 2 - PARENTS SHOULD BE MORE INVOLVED IN SCHOOLS*
$(\overline{X} = 2.63)$

Items Loading on This Factor

9. Parent participation in all school related matters needs to be increased.

10. More parents need to be included on curriculum development committees.

Negative Loading Items

12. Most parents do not have the necessary training to take part in making school decisions.

TABLE 42
PART II - OPINIONS
FACTOR 3 - IT IS DIFFICULT TO GET SOME PARENTS INVOLVED IN SCHOOL*
$(\overline{X} = 3.04)$

13. It is difficult to get low income families involved in their children's schools.

15. It is difficult to get working parents involved in the school.

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*1 = Strongly Disagree, 4 = Strongly Agree.

children's schools. The factor score of 3.04 suggests general principal agreement with these items (see Table 42).

Part III consisted of 20 school decisions which parents might be involved in, and principals were asked to indicate how useful parent input might be in each case. Three factors emerged from the factor analysis, but they were difficult to interpret because some of the same items loaded on more than one factor. The first factor seemed to include those school decisions which require a greater degree of professional experience (see Table 43). A five-point response scale was used for rating these items and 1 indicated parent input was not very useful, while 5 indicated it would be very useful. For Factor 1, a factor score of 2.12 indicates that principals in this survey did not think parent input would be useful for these decisions. Factor 2 consisted of 10 items which seemed to include those decisions related to general school policies (see Table 44). The factor score of 2.80 indicates that principals are relatively neutral about having parents involved in these decisions. Factor 3 included 7 items which most closely pertained to the duties of classroom teachers (see Table 45). The factor score of 2.48 suggests that principals saw parent involvement in these decisions as not very useful.

For Part IV, principals were asked to look at 14 training experiences and to indicate which they thought would help prospective teachers to better understand and work with parents. Three factors emerged which described these experiences. The

TABLE 43
PART III - DECISIONS
FACTOR 1 - DECISIONS REQUIRING MORE PROFESSIONAL EXPERIENCE*
($\overline{X}$ = 2.12)

4. Evaluating pupil performance.

5. Selecting teaching methods.

6. Selecting textbooks and other learning materials.

10. Hiring/firing of school staff.

11. Evaluating teacher performance.

12. Deciding priorities for the school budget.

14. Setting promotion and retention standards for students.

16. Making assignments of teachers within a school.

18. Setting school discipline guidelines.

20. Setting guidelines for grading students.

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*1 = Not Useful, 5 = Very Useful.

TABLE 44
PART III - DECISIONS
FACTOR 2 - DECISIONS RELATED TO GENERAL SCHOOL POLICIES*
$(\overline{X} = 2.80)$

7. Emphasizing affective skills rather than cognitive skills.

8. Placing children in Special Education

9. Curriculum emphasis on the arts rather than basic skills.

13. Emphasizing multicultural/bilingual education.

14. Setting promotion and retention standards for students.

15. Formulating desegregation/integration plans.

17. Deciding if family problems are affecting school performance.

18. Setting school discipline guidelines.

19. Providing sex role instruction and sex education.

20. Setting guidelines for grading students.

TABLE 45
PART III - DECISIONS
FACTOR 3 - DECISIONS MOST CLOSELY RELATED TO CLASSROOM TEACHERS*
$(\overline{X} = 2.48)$

1. Grouping children for instruction.

2. Amount of homework assigned.

3. Choosing classroom discipline methods.

4. Evaluating pupil performance.

5. Selecting teaching methods.

6. Selecting textbooks and other learning materials.

7. Emphasizing affective skills rather than cognitive skills.

*1 = Not Useful, 5 = Very Useful.

TABLE 46
PART IV - TRAINING EXPERIENCES
FACTOR 1 - SPECIFIC INTERACTIONS WITH PRINCIPALS, TEACHERS AND PARENTS
$(\overline{X} = 1.16)$

3. Participating in parent-teacher conferences.

4. Conducting home visits with parents.

6. Conducting parent conferences.

9. Talking with parents about ways to work with teachers.

12. Assisting a principal in planning parent involvement activities.

13. Participating in principal-teacher-parent conferences concerning students.

TABLE 47
PART IV - TRAINING EXPERIENCES
FACTOR 2 - ACADEMIC EXPERIENCES RELATED TO WORK WITH PARENTS
$(\overline{X} = 1.29)$

8. Preparing written family histories of children.

10. Evaluating available materials about parenting.

14. Reading assigned parent involvement materials as part of a formal course.

first factor consisted of 6 experiences which seemed to entail specific interactions with principals, teachers and parents (see Table 46). The second factor consisted of 3 experiences which involved reading or writing (see Table 47). The third factor also included 3 experiences, but these experiences seemed to describe general activities which might involve some social contact with parents (see Table 48). The factor scores for these factors are not particularly meanginful because they are derived from an arbitrary coding system where a positive response was coded as a 1 and a negative response was coded as a 2.

In Part V principals were asked to indicate how important they thought it was to have parents involved in each of 7 specific roles. Two clear factors emerged from the factor analysis describing the relationships between these roles. The first factor included 2 roles, both of which seemed to involve some participation by parents in school governance or administration (see Table 49). Using a five-point scale where 1 = not important and 5 = very important, this factor had a score of 2.77 which suggests that principals view these parent roles as somewhat important, but also somewhat unimportant. In contrast, the second factor included 4 roles which seem mostly to involve parents being cooperative with school staff (see Table 50). This factor had a score of 3.83 indicating that principals see these parent involvement roles as more important for schools.

Principals were asked in Part VI to describe current practices in parent involvement by indicating the extent to

TABLE 48
PART IV - TRAINING EXPERIENCES
FACTOR 3 - GENERAL ACTIVITIES WHICH INVOLVE CONTACT WITH PARENTS
($\bar{X}$ = 1.11)

1. Being involved in parent organizations.

2. Working with parent volunteers.

11. Being involved in school social activities with parents.

TABLE 49
PART V - ROLES
FACTOR 1 - ROLES WHICH INVOLVE PARENTS IN SCHOOL GOVERNANCE OR ADMINISTRATION*
($\overline{X}$ = 2.77)

3. Decision-maker (i.e., partners in school planning, curriculum or administrative decisions).

7. Advocate, (i.e., activist role regarding school policies and community issues).

TABLE 50
PART V - ROLES
FACTOR 2 - ROLES WHICH MOSTLY INVOLVE COOPERATION BY PARENTS*
($\overline{X}$ = 3.83)

2. School program supporter (e.g., volunteers for activities, field trip chaperones, etc.).

4. Home tutor for children (i.e., helping children at home to master school work).

5. Audience for school activities, (e.g., attending special performances, etc.).

6. Co-learner (i.e., parents participate in activities where they learn about education with teachers, students and principals).

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*Using a scale from 1 (Not Important) to 5 (Very Important).

which 28 different activities were typical of their schools. A five-point scale was used where 1 = not typical and 5 = very typical. In this part of the survey, 5 factors were identified, but they were difficult to name because there were a number of activities which loaded on more than a single factor.

Factor 1 seemed to include activities which involve parents in activities with teachers or with other parents (see Table 51). The factor score of 2.50 suggests that these activities are only somewhat typical in the schools or responding principals. Factor 2 consisted of 6 activities which seem to involve parents in school governance or administration. The factor score of 2.01 suggests that these activities are even less typical in the schools (see Table 52). Factor 3 includes 7 activities which generally involve parents helping either teachers or children (see Table 53). The factor score of 3.18 suggests that these activities are the most typical in the schools, but this score is still barely above the midpoint of the scale.

Factor 4 consists of 4 activities which describe parents participating in school decisions (see Table 54). This factor has the lowest factor score of 1.57 indicating that these activities are really not typical in the schools. Table 55 shows the activities which load on Factor 5. These activities are generally those in which parents can show support of the school, and the factor score of 2.87 indicates that principals see these activities as somewhat typical of their schools.

TABLE 51
PART VI - ACTIVITIES
FACTOR 1 - ACTIVITIES WHICH INVOLVE PARENTS WITH TEACHERS OR WITH OTHER PARENTS*
($\overline{X} = 2.50$)

3. Visiting the school to observe in classroom.

5. Participating in activities to prepare parents for home tutoring of their children.

6. Preparing and disseminating parent newsletter.

8. Conducting school public relations activities in the community.

9. Identifying community resources for the school.

10. Holding social functions at the school (coffees, luncheons, potluck suppers, etc.)

12. Assisting teachers with classroom learning activities.

13. Assisting in school resource areas, playgrounds, and health facilities.

16. Providing clerical assistance to teachers.

17. Participating in parent-teacher inservice activities at school.

18. Attending parent-teacher educational meetings or conferences away from school.

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*1 = Not Typical, 5 = Very Typical.

TABLE 52
PART VI - ACTIVITIES
FACTOR 2 - ACTIVITIES WHICH INVOLVE PARENTS IN SCHOOL GOVERNANCE OR ADMINISTRATION*
($\overline{X}$ = 2.01)

19. Participation in school budget planning.

20. Participating in curriculum development and review.

21. Assisting in establishment of school's educational goals.

22. Participation in evaluation of school programs and instruction.

26. Identifying needs and problem areas of the school.

27. Initiating policy changes for the school or school district.

TABLE 53
PART VI - ACTIVITIES
FACTOR 3 - ACTIVITIES WHICH INVOLVE PARENTS HELPING TEACHERS AND CHILDREN
($\overline{X}$ = 3.18)

2. Assisting children with school assignments at home.

3. Visiting the school to observe in classroom.

4. Attending open house or "follow-your-children's schedule" activities.

12. Assisting teachers with classroom learning activities.

13. Assisting in school resource areas, playgrounds, and health facilities.

14. Chaperoning for school field trips, picnics, parties, etc.

28. Attending parent/teacher conferences about children's progress.

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*1 = Not Typical, 5 = Very Typical.

TABLE 54
PART VI - ACTIVITIES
FACTOR 4 - ACTIVITIES WHICH INVOLVE PARENTS IN SCHOOL DECISIONS*
($\overline{X}$ = 1.57)

19. Participation in school budget planning.

23. Participation in evaluation of school staff.

24. Participation in evaluation of students.

25. Participation in decisions about hiring/firing of school staff.

TABLE 55
PART VI - ACTIVITIES
FACTOR 5 - ACTIVITIES IN WHICH PARENTS SHOW SUPPORT OF THE SCHOOL
($\overline{X}$ = 2.87)

7. Holding fund-raisers to support school needs.

10. Holding social functions at the school (coffees, luncheons, potluck suppers, etc.).

15. Helping with the improvement of school facilities and the classroom learning environment.

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*1 = Not Typical, 5 = Very Typical.

In Part VII principals were asked to indicate the extent to which they either agreed or disagreed with a number of goals for parent involvement. They responded using the same four-point scale used in Parts I and II where 1 = strongly disagree and 4 = strongly agree. There were 2 factors identified from these items. The first factor included 10 goals which seem to be broad, abstract goals which parent involvement might attain (see Table 56). The factor score of 3.39 indicates that principals strongly agreed with these goals. The second factor included only 3 goals and these goals seemed to focus upon impacting the school in some way (see Table 57). The factor score of 2.98 indicates strong agreement with these goals, but not as strong as the goals in the first factor.

In summary, the factor analysis was useful in identifying patterns which existed between the items in each part of the questionnaire. The factor scores for each individual were used to compute correlations between all factors. A 21 x 21 correlation matrix was created to examine the extent to which factors might be related to each other.

As expected, Part III (Decision) factors 1, 2, and 3 were highly correlated with each other ($p \leq .001$, $r = .68$ to $.89$). Also the 5 factors in Part VI (Activities) were highly intercorrelated ($p \leq .001$, $r = .48$ to $.84$) as well as the 2 factors in Part VII (Goals) ($p \leq .001$, $r = .70$). In Part V (Roles) Factor 1 was correlated with Factor 2 ($r = .47$), but Factor 1 was also significantly correlated with 19 of the 20

TABLE 56
PART VII - GOALS
FACTOR 1 - BROAD, ABSTRACT GOALS FOR PARENT INVOLVEMENT*
($\overline{X}$ = 3.39)

1. To encourage and provide for continuous growth of parent involvement.

2. To increase parent, student, and school staff expectations and school success.

3. To develop with school staff ways of involving more parents in the schools.

4. To reinforce the view that schools "belong" to all affected by their operations (school board, parents, students, administrators, teachers, and community members).

5. To allow parents to share their special expertise, talent, time and energy in ways that fulfill them as parents and individuals.

6. To maintain open communications with parents through a variety of methods.

7. To improve children's self-esteem and academic achievement.

10. To increase parents' commitment to the success of the school.

11. To develop ways for parents to help improve the learning climate and school program richness.

12. To increase parents' recognition of themselves as partners in the educational process.

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*1 = Strongly Disagree, 4 = Strongly Agree.

TABLE 57
PART VII - GOALS
FACTOR 2 - PARENT INVOLVEMENT GOALS AIMED AT IMPACTING THE SCHOOL*
($\overline{X}$ = 2.98)

8. To have parents help with the evaluation of school programs.

9. To have parents become part of planning, implementation, and support of school programs.

11. To develop ways for parents to help improve the learning climate and school program richness.

*1 = Strongly Disagree, 4 = Strongly Agree.

other factors ($p \leq .001$) with correlation coefficients from .20 to .50. The strongest correlations for this factor were Part II, Factor 2 ($r = .50$), Part III, Factor 2 ($r = .50$), and Part VII, Factor 2 ($4 = .50$), but it was also strongly correlated with Part III, Factors 1 and 2 ($r = .46$ and .44) and Part VII, Factor 1 ($r = .44$).

Part II, Factor 1 showed significant negative correlations with 11 of the 20 factors but the correlation coefficients were relatively small ($r = -.16$ to $-.30$). This factor was positively related to only one of the other factors, Part II, Factor 3 ($p \leq .001$, $r = .26$).

Findings have been reported as a result of data analysis at four levels: (a) descriptive statistics, (b) breakdowns of item response with high variation by key demographic variables, (c) examination of item responses by domains, and (d) factor analysis of items in each questionnaire part. A discussion of what appears to be the meaning of these findings and their implications for undergraduate teacher education are presented in the next section.

D. DISCUSSION

The study presumes that there are at least four major ways in which parents can be involved in the education of their children. These include involvement which takes the form of (1) participation with children's home learning activities, (2) participation in school support activities, (3) participation in school decision making, and (4) participation as passive cooperation with school staff. The discussion attempts to provide some interpretation of the attitudes expressed by elementary school principals regarding the various types of parent involvement and what implications there appear to be for teacher training. The implication of results from principals' direct responses to issues concerning parent involvement and teacher training are discussed also.

1. Participation with Home Learning

Principals are strongly in favor of parents being involved with children's home learning activities. Support for this is evidenced by their strong agreement with parents needing to make sure that children do their homework. Though the mean response was not as strong, principals agreed that parents also should help children do their homework. Further support is explicit in their strong disagreement that children's school success is only minimally affected by parent involvement. The strength of both positive and negative response from principals regarding these items clearly indicates that principals view parent involvement in home learning activities as being important.

Results from principals' responses indicate that they believe parents are sufficiently capable of being involved or assisting with children's home learning. This is shown by their strong disagreement with the opinion that parents who help children with homework do more harm than good. Disagreement here suggests that principals feel parents can make a positive contribution to children's learning by helping with homework assignments.

There was additional support for parent involvement in children's home learning based upon results of principals' responses to the important roles parents may have in schools. These response results indicate that principals consider the role of home tutor for their children as an important one. This kind of role was third highest ranked in the group of seven.

When asking principals about the extent to which certain parent involvement activities exist in their schools, more evidence to support parent involvement in home learning emerges. Principals indicated that parents helping children at home with school work was quite typical of parent involvement activities in their schools. This item was fifth highest ranked by principals as being most typical of school parent involvement activities. Additional support was found in principals' slightly positive response to parents' home tutoring of students being somewhat typical of parent involvement in their schools.

Although principals generally support of parent involvement in home learning, it appears as though very little is being done to help parents do this. Principals indicate that it is generally not typical for parents to participate in activities at their schools which prepare parents for home tutoring of children. Unclear is whether such activities are proviced and parents do not participate fully or no such opportunities are available at school.

One other interesting insight to parents being involved with children's school work at home was provided by principals' responses to who should help parents with such efforts. There was strong agreement among principals that teachers needed to provide parents with such assistance. This suggests that teachers have the responsibility for giving parents ideas for helping at home with school work and this is appropriate since most homework originates from the classroom.

Thus, it appears that principals strongly support parents being involved as home tutors, but have mixed feelings about the extent to which parents are capable of such participation. Further, principals are certain that home tutor is an important parent involvement role and that parents are typically involved in such activities in their schools. However, it is not typical for parents to take part in activities which help prepare them for the home tutoring role.

These patterns represent the feelings of principals (n = 726) as a whole and were not generally affected by differences in gender, level of education, ethnicity, tenure as principal, population of school's town, number of students attending the school, or state where principals reside.

These findings suggest that (a) teachers might be provided training to identify the various levels at which parents are capable of helping with children's home learning, and (b) teachers might be trained to train parents as home tutors of children during home learning, then appropriately utilize them in this role.

2. Participation in School Support Activities

Taking part in activities which support school efforts is sort of a traditional kind of parent involvement. Schools have expected, in most cases, and required, in others, that parents demonstrate their support for program efforts or activities. This support can be manifested in a variety of ways. Principals were specifically asked to express their attitudes about current practices concerning parent involvement which support the school program.

A group of parent involvement activities were identified and principals were asked to indicate how typical these were in their schools. Many of these activities were those in which parents could demonstrate their support for school efforts. Principals indicated that such activities as parents attending open house/follow your children's schedule, holding school support fund raisers, and serving as chaperones for certain school events are highly typical of parent involvement in their schools.

Other typical school parent involvement activities, according to principals, include holding school social functions for parents, conducting school public relations activities in the community, identifying community resources for the school program, assisting teachers with classroom learning activities, and helping to improve such facilities and classroom learning environments. These activities were not quite as typical in schools as those previously mentioned. Factor analysis results also produced a cluster of items which were categorized as typical parent involvement activities designed to support school efforts. Given that all of these activities are concerned with parent involvement and school program support, it suggests that activities which most typify parent involvement in schools, according to principals, are also those which appear to support school programs.

Three other activities which are indicative of school program support produced mixed responses from principals. They include (1) preparing and disseminating parent newsletter, (2) assisting in school resource areas, playgrounds, health facilities, etc., and (3) providing clerical assistance to teachers. Additional confirmation was provided by factor scores which indicated that while these activities involve parents with teachers or other parents, they are only somewhat typical of parent involvement in schools. Although these items were within the category of school program support, principals indicated they were mostly not typical of parent involvement in their schools. It appears that city size might have affected these response patterns as these activities were mentioned mostly in urban rather than rural areas.

Results from principals concerning items related to parent involvement which support the school appear to be consistent since principals indicate that several of the traditional parent activities supportive of schools are indeed fairly typical of parent involvement in their schools. Therefore it would appear that principals not only believe in parent involvement for support of the school, but also currently support some of the more traditional parent involvement activities in their schools. However, there are other activities which are clearly less typical in the schools (school staff hiring and firing, school staff evaluation, student evaluation, planning school budget, etc.). Results indicate that these response patterns were not strongly influenced by gender, ethnicity, educational background, school size, city size or state where principals reside, although gender and educational preparation had somewhat more influence than other variables. This suggests that teacher preparation should train teachers for the realities of work in the schools, meaning they should at least be taught to involve parents in these more traditional activities which support the school.

3. Participation in School Decision Making

Principals were asked to provide information about parent involvement concerning school decision making. The discussion of results from principals' responses to parent involvement in school decision making is presented in this section.

Decision in the schools was arbitrarily divided into two types: (a) administrative decisions and (b) curriculum and instruction decisions (see Table 36). Principals indicated strongest negative responses to having parents involved in either type of school decision making item.

a. Administrative Decisions. With respect to specific attitudes of principals concerning involving parents in school administrative decisions, there was strong disagreement expressed for having parents participate in the evaluation of principals or teachers. This was confirmed by the negative factor scores for items dealing with parent participation in the evaluation of school staff. Further, principals were strong in their disagreement with parents having the final say regarding educational decisions affecting their children. Interestingly though, principals were quite strong in their disagreement with parents having too much input (or not having enough say) concerning decisions that are the concern of school staff.

It would appear that principals oppose parents participating in administrative decisions which (1) deal with areas of authority or responsibility considered to be solely in their domain. Evaluation of school staff and deciding how to educate children are very sensitive, professional judgment areas for school staff. It is here that school staff usually consider themselves to either be the "authority" or want judgments from an "authority." Traditionally, neither of these has been viewed as roles that parents can or should play. This suggests that principals do not consider parents as the persons to be involved with such decisions.

One of the several parent involvement roles provided for principals to respond to was that of decision maker (i.e., partners in all school decisions). The parent involvement role considered *least important* for parents to play was that of decision maker. In addition, principals did not consider it very important to serve in an advocate role for school concerns. Factor analysis results helped to confirm the somewhat unimportance that principals attach to parents having these kinds of school involvement roles. Thus, not only do principals indicate that it is *inappropriate* for parents to take part in decision making which is considered to be more in the absolute domain of school staff, they also consider it *unimportant* for parents to play the role of decision maker or advocate in schools.

Six of the 20 parent involvement decisions that principals responded to were in the school administration category. The results from these responses were *mixed*. Principals considered it far *more useful* for parents to help make decisions regarding the establishment of school discipline policies and the formation of desegregation/integration plans. There was much *less support* for parents taking part in decisions with respect to the establishment of student promotion/retention standards and determining school budget priorities. Principals saw *no usefulness* in having parents help decide on hiring/firing of school staff and evaluating the performance of teachers. The response patterns regarding these items may be influenced by city size (i.e., urban areas find certain activities more typical than rural ones do--parent newsletter, etc.) but differences were not strongly affected by any of the demographic variables. Negative scores resulting from the factor analysis helped to confirm principals' disagreement with having parents involved in these kinds of decisions.

It would appear that principals are receptive to parents assisting with decisions that are of a more global nature, e.g., planning and conceptualizing guidelines for the school program. However, principals seem opposed to parents being involved in decisions which are more closely related to their administrative responsibilities. This appears to suggest that principals welcome general advice from parents but are not open to specific input that imposes on or possibly threatens their authority in schools.

Further evidence of the generally negative response to parent involvement in administrative decision making is reflected in how typical principals indicate such activities are at their schools. The results clearly show that activities like setting classroom learning goals with teachers, participating in school staff evaluation, and participating in the hiring/firing of school staff are not typical school parent involvement activities according to principals. However, somewhat typical are decision making activities related to parents identifying school needs and problem areas. Negative factor analysis scores tend for these items to confirm principals' indications that such school governance or administration activities are not typical in their schools. This also supports the conclusion that principals are receptive to parent involvement in broad, general school concerns, but are not favorable toward parent involvement dealing with the implementation of specific school staff duties and responsibilities.

One other piece of evidence concerning parent involvement in decision making from the perspective of principals is their *lack of support* for the parent involvement goal of having parents become part of school program planning, implementation, and support. This goal evoked the *second weakest positive response* from principals. It appears that "*implementation*" might be the key term which led to *less support* of this parent involvement goal by principals. In earlier discussions, principals appeared to be more open to parent involvement in general school program planning and those efforts which support the program. However, it seems that principals are less receptive to having parents help them carry out school administrative functions.

Clearly, principals draw the line as to where they want and do not want parent involvement in school administrative decision making. This suggests several implications for preparing teachers to work with and involve parents at the undergraduate level. *First*, teacher educators might consider training teachers to ascertain what the principals' philosophy is regarding parent involvement in a school. *Second*, they could could be trained to develop parent involvement strategies which do not exacerbate principals' administrative roles or responsibilities. *Third*, training could focus on developing skills which help teachers work better with parents and principals to increase parent involvement in schools and at home.

b. *Curriculum and Instruction Decisions*. A portion of the questionnaire's items was designed to elicit information from principals concerning attitudes toward parent involvement in school curriculum and instruction decisions. In general, principals tend to be supportive of parent involvement in curriculum and instruction decisions as indicated by their agreement with more parents needing to be included on curriculum development committees. This finding was confirmed further by the neutral response of principals in factor analysis and results.

An examination of results from principals' responses to the usefulness of parent involvement in assisting with curriculum and instruction decisions also produced mixed reactions. Principals view parent involvement as very useful in decisions concerning placement of children in special education, determining whether family problems are affecting school performance and the amount of homework assigned to children. They considered it somewhat useful for parent input regarding the selection of classroom discipline methods and whether to emphasize affective skills rather than cognitive skills in children's learning activities.

However, principals indicated that it was not useful to have parents involved with other kinds of curriculum and instruction decisions. Among these are decisions about textbook/learning materials selection, pupil performance assessment, grouping children for instruction and emphasizing arts instead of basic skills curriculum. There was an even stronger negative response concerning the usefulness of parent involvement in curriculum and instruction decisions dealing with emphasis upon multicultural/

bilingual education, establishment of student grading guidelines and selection of classroom teaching methods.

There appears to be stronger principal support for parent involvement and curriculum and instruction decisions that more directly relate to children. Conversely, principals are more opposed to curriculum and instruction decisions that specifically deal with teachers' roles and responsibilities. This suggests that principals approve of parent involvement and curriculum and instruction decisions that are child-centered but disapprove of such parent involvement in decisions which are more teacher-centered, i.e., fall into the area of teachers' professional duties.

Evidence which supports the preceding statements is found in principals' responses to school activities which typify parent involvement in their schools. Principals indicated clearly that taking part in school program and instructional evaluation, helping to establish school educational goals, participation in planning school budgets, taking part in development of curriculum, and participation in evaluating students are not typical of parent involvement in curriculum and instruction activities. This appears to confirm principals' opposition to parent involvement in those matters specifically related to curriculum and instruction duties or responsibilities of teachers or other school staff. Demographic variables appear to not have much influence on responses to these items, although gender, city size, and ethnicity appear to have minimal effects.

When it comes to preparing undergraduates in elementary teacher education for parent involvement, these findings suggest that they should be sufficiently trained in traditional instructional skills. In addition, their training should prepare them for reclarifying their roles as teachers through objective and sensitive communications with principals and parents. Most important, though, seems to be a need for training which might enable prospective teachers to readily involve parents in the various parent involvement activities which principals support. This could serve to enhance both home-school cooperation and success of children's educational experiences.

4. General Attitudes Toward Parent Involvement

Principals responded to items in the questionnaire which dealt with their attitudes toward several other aspects of parent involvement in schools. Among these were attitudes about (a) working with parents, (b) parent competence for involvement, (c) who is responsible for parent involvement, (d) parents as partners, and (e) the value of parent involvement. A discussion of the results from attitudinal responses to these areas is presented in the following paragraphs.

a. Working with Parents. Principals' attitudes toward working with parents produced mixed responses. It appears that principals are in strong agreement with teachers now having to take on many responsibilities with respect to children that parents once assumed. However, principals sharply disagreed with the statement that teachers cannot work with parents because they already have too much to do. But, principals agreed that many teachers feel uncomfortable when they work with parents.

These findings indicate that while teachers are taking on *more* responsibilities still perceived to be those of parents, they *still* have enough time for working with parents. However, the extent to which they spend more time working with parents is *hampered* by the *discomfort* teachers feel when they actually work with parents. This might suggest to teacher educators that prospective teachers be trained in ways which help overcome or alleviate such discomfort. Further, teachers may need more preparation in dealing with wider aspects of children's growth and development since principals perceive that teachers are assuming more responsibility for this. City size may influence responses to these items, although the extent to which such influence occurs appears to be minimal.

b. *Parent Competence for Involvement*. Principals appear to be *somewhat favorable* in their attitudes concerning how competent parents are for school involvement. This was evidenced by their *agreement* with parents being able to make rational decisions when provided with sufficient information about their children and, to a *somewhat lesser degree*, with most parents being desirous of having *more* classroom instruction sent home, with the latter being somewhat difficult to interpret regarding parent involvement and parent competence. However, principals *agreed* that most parents *do not* have appropriate training to participate in school decision making.

Further support for parents being capable of taking part in parent involvement was evidenced in principals' disagreement with most parents preferring participation in children's arts and crafts activities rather than academic work and most parents being unable to teach children basic skills. However, principals were strong in their disagreement that most parents know what is best for their children of school age. There was slight disagreement by principals that parents are competent enough to be involved in children's education.

It appears that principals perceive most parents as being generally competent when it involves making appropriate decisions about children, handling school information when sent home, and preferring to participate in or teach basic skills to children. To the contrary though, principals agree that most parents are not trained for participating in school decisions.

Further confirmation of these attitudes concerning parent competence for involvement with children's education are indicated in the factor analysis findings.

These results appear to suggest that while parents have some competence to deal with certain aspects of children's learning, they may be limited in what they can do because of a lack of training and knowledge. An implication for undergraduate elementary teacher education appears to be that training should not only make teachers more aware of parent interest and willingness to be involved in their children's education, but also be sensitve to some limitations parents may have for this kind of participation.

c. Responsibility for Parent Involvement. Results from principals' attitudes about who is responsible for parent involvement were varied. Strongest agreement among principals was with respect to their being responsible for establishing the framework of parent involvement by providing teachers with guidelines. From there principals indicate that responsibility shifts to teachers who then must take the initiative for getting parents involved with children's education. However, principals also agreed that parents are responsible for providing principals with ideas about how to become involved in the school. Principals were not as strong in their agreement that parent involvement should be a responsibility of parents themselves nor did they strongly agree with principals being responsible for increasing parent involvement in schools.

These findings appear to indicate that principals feel school staff and parents both have some responsibility for developing and maintaining parent involvement in schools. While the bulk of this responsibility seems to lie with school staff, particularly teachers, principals think parents have the responsibility for providing suggestions about ways they can actually become involved. Factor analysis results indicate these principals who agreed that both they and teachers had responsibility for parent involvement in schools, also agreed that teachers had sufficient time, in light of their other duties, to work with parents. This appears to suggest that while principals feel some overall responsibility for parent involvement, they clearly want teachers handling the specific details with respect to getting it done.

This suggests that prospective teachers can and/or might be trained in methods of (1) determining the structure for having parent involvement in schools, (2) developing strategies for initiating such involvement, and (3) using a team (parent-teacher-principal) approach to school parent involvement.

d. Parents as Partners. Principals were asked to respond to several items indicating their attitudes toward parents as partners in school and children's education. Both negative and positive reactions were produced. Regardless of whether parents were low, middle or high income, principals agreed that it is difficult to get them involved. That difficulty is just as evident, according to principals, when it comes to involving parents who work. Factor analysis findings confirmed principals' agreement with these items.

Part of the problem with having parents as partners, is that principals feel most parents are not comfortable when they come to school. This problem is further complicated, according to principals, by most parents being unable to accept negative feedback from teachers about their children. Thus, involving parents as partners in education is difficult to achieve due to (1) more parents in the work force, (2) their general discomfort when at school, and (3) the perceived inability of parents to accept criticism of their children's school work. This difficulty appears to prevail irrespective of parents' SES levels.

Principals indicate that their attitude toward parents as partners is negatively affected by the perception that most parents will not spend time on their children's education. On a more positive note though, principals do agree that parent participation in all school matters needs to be increased. Thus, it appears that while principals want to improve their educational partnership with parents, they suspect that most parents may not be willing to accept the rigors of this partnership.

Additional support for parents as partners is evidenced by the indication that principals consider the role of parents as co-learners an important one. Principals' strong agreement with the goal of increasing parents' recognition of themselves as partners in the educational process further substantiates their approval of the partnership idea.

In practice though, not much evidence was provided by principals that school parent involvement activities existed where parents were being involved as partners. Principals indicated that such activities as participation in school parent-teacher inservice and attendance at parent-teacher educational meetings/conferences outside the school were atypical of parent involvement in their schools. More typical was the activity of attending parent-teacher conferences about children's progress.

These findings seem to suggest that it might be appropriate to train undergraduates in elementary teacher education for better involvement of parents by (a) increasing their sensitivity to the socioeconomic factors which may constrain parent participation as educational partners, (b) developing more innovative ways of involving parents given these factors, (c) assisting parents in becoming co-learners at staff development/inservice education efforts outside the school, and (d) improving practices, at the school level, of providing more opportunities for parents to be partners in their children's education.

e. Value of Parent Involvement. The results of principals' responses to certain goal statements indicated the extent to which they value parent involvement in schools. Positive, negative and/or neutral feelings were determined by the extent to which mean scores fell above or below the average goal statement response. Principals highly valued parent involvement which improves children's self-esteem and academic achievement. Less positively valued was parent involvement which maintains open communication with parents in a variety of ways, allows parents to share their expertise, talent, time and energy in self-fulfilling ways, and reinforces the view that schools belong to all those affected or influenced by their operations.

Principals were more neutral in their responses to parent involvement which increases parent, student, and school staff expectations and school success. Only slight agreement was indicated for this goal. There was a tendency on the part of principals to disagree with certain aspects of parent involvement. These included school staff developing ways to involve more parents in the schools, and encouraging/providing for continued parent involvement growth. Sharpest disagreement was indicated for parent involvement which has parents assisting with school program evaluation.

Principals appear to be quite clear as to what they consider of most and least importance concerning parent involvement in schools. Highest value is placed upon improving children's feelings about themselves and their success in school. Principals saw little, if any value, with respect to involving parents in the evaluation of school programs.

In other instances, principals appear to value parent involvement which impacts upon both parents and children (e.g., keeping in touch with parents, sharing time and talent, developing belongedness to school, increasing expectations of and success in school), but do not value parent involvement which impacts upon or seeks changes in school operations (e.g., increased parent involvement, more school staff initiatives for parent involvement, etc.). Results from a factor analysis of questionnaire items produced factor scores confirming that principals value (agree with) parent involvement which impacts moreso on parents and children rather than the schools.

5. Parent Involvement and Teacher Training

The discussion thus far has stated implications for undergraduate teacher training based upon interpretations of questionnaire results. However, a specific portion of the instrument focused upon the kinds of experiences that may be helpful in preparing prospective teachers to work with (involve) parents in children's learning. In addition, several opinion items were included which dealt with teacher preparation for parent involvement. This part of the report provides specific information about principals' attitudes toward parent involvement as a part of the undergraduate preparation for prospective elementary school teachers.

Principals strongly agreed that undergraduates need a required course in working with parents and generally were agreeable to such a course being an elective. However, the stronger responses appear to *favor* having a parent involvement course required in undergraduate teacher preparation. Principals indicated *strong disagreement* with teachers not needing training to prepare them for working with parents. This appears to support the more positive response of principals for prospective teachers being required to take a parent involvement course. Thus, if principals *agree* that prospective teachers need training to work with or involve parents, it implies that teacher educators should *consider incorporating* such a course in the requirements for graduation. This consideration also might be extended to requirements by state and/or local education agencies for certification.

Thirteen of the 14 undergraduate training experiences for preparing teachers to work with parents received a 75% or more endorsement (yes response) from principals. Three experiences apparently were perceived as being more useful than the others. These include (1) talking to inservice teachers about how to involve or work with parents, (2) taking part in parent-teacher conferences, and (3) working with parent volunteers. Principals also saw *value* in training experiences which provided opportunities to be involved with (1) parent organizations, (2) school parent activities, and (3) principal-teacher-parent conferences concerning children. There was *less enthusiasm* by principals for experiences which involved evaluating parenting materials, conducting home visits and conducting parent conferences.

From these results, it appears as though principals strongly favor teacher education undergraduates being required to learn how to work with parents. More specifically, principals have definite ideas about the kinds of training experiences which might best assist in this preparation. There appears to be a preference among principals for experiences which puts them in direct contact with the key parent involvement stakeholders--parents, teachers, principals, and teacher educators. Principals seem to indicate that first hand experiences with these persons could better prepare prospective teachers for parent involvement. Conversely, the response patterns indicate that principals tend not to prefer some of the traditional training experiences such as writing family histories, reading assigned course materials, participating in role play, etc., when preparing teachers for parent involvement. This seems to suggest that teacher training provide undergraduates with first hand, interactive experiences rather than those of a vicarious nature in preparation for working with and involving parents at the elementary school level.

This section presents a discussion of principal questionnaire results and attempts to interpret these findings with respect to their implications for the undergraduate training of prospective elementary school teachers. This discussion combines descriptive statistics, breakdown, domain examination, and factor analysis results as a basis for teacher training implications or suggestions. In the following section, a brief summary of the study and recommendations based upon the findings are presented.

E. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Very little systematic knowledge exists about the perspectives of elementary school principals toward parent involvement. This study proposed to gather information from principals regarding their attitudes about parent involvement (1) in children's home learning, (2) as part of undergraduate teacher training, (3) in certain kinds of school decision making, (4) in support of the school program, and (5) in more general terms concerning motivation, parents as partners, parent competence, working with parents, and the overall value of parent involvement. Based upon results of the information gathered, a set of suggestions and/or recommendations were to be made regarding the inclusion of parent involvement training in undergraduate preparation experiences for prospective elementary education teachers.

A survey was conducted among 1,500 randomly selected elementary principals in six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma and Texas). The instrument, consisting of seven (7) parts and 140 closed response items, was mailed to principals along with a self-addressed, postage-paid envelope for its return. Of the 1,500 principals sampled, 726 (48.4%) returned completed questionnaires. The instruments were coded and keypunched onto computer cards. A data deck was used to create a computer file of the responses from principals. Computerized statistical procedures were used to analyze the data and generate results for examination, interpretation and further analyses.

Several levels of results were produced. First, there were descriptive statistics (means, percent/frequency distribution, standard deviations) for responses to items which helped to determine regional response patterns, regional descriptions of respondents, and secondary analyses needs. Since there were unequal probabilities of selecting the sample of principals in each state, a correction procedure was required to account for these differences. State means were weighted to adjust for probability differences and then pooled to calculate regional means. Thus, references to means in the discussion are with respect to weighted means.

Second, standard deviations were used to identify and rank those items with the strongest disagreement. A breakdown of these items by seven demographic variables was conducted in order to determine if response variation was related to a particular factor. Third, joint frequencies were calculated for the demographic variables to examine relationships between these variables. Fourth, item responses within each domain were examined to determine principals' attitudes toward certain aspects of parent involvement. Finally, a factor analysis was conducted of questionnaire items to further examine response patterns for parts of the instrument. Tables were prepared which illustrate findings from each of these levels of analysis.

Approximately half (51%) of the principals were from Texas with the remainder being from the other five states (Arkansas, Louisiana, Mississippi, New Mexico, and Oklahoma; about 10% each). Most of the principals were Anglo males, with masters' degree plus hours, and have served less than 15 years in their job. A majority work in cities of less than 50,000 people, in buildings with grades prekindergarten-6, and student enrollments of less than 500. Nearly one-half describe their duties as administrative and curriculum development, with others saying that it entails administration only or administration/staff development/inservice training. More than three-fourths have basically self-contained classroom organizations in their buildings and are trained in elementary education and/or educational administration.

It is widely recognized that children's education results from both school and non-school experiences. Much of the non-school education occurs at home. In order for these experiences to complement school learning and vice versa, communication and cooperation between home and school must be maximized. This implies a need for more interaction between parents and school staff as a means of enhancing children's education. Principals have a very important role to play in facilitating more home-school cooperation. An important aspect of this role involves increasing the involvement of parents in children's home learning.

Results clearly indicate that principals highly value participation by parents in children's home learning. Principals indicate that such involvement (1) helps children, (2) reinforces school learning, (3) is generally within the capabilities of parents, (4) is typical of parent involvement in their schools, and (5) is most often reflected by parents acting as home tutors of children. However, principals' strong support for parent involvement in home learning is tempered somewhat by their indications that (1) parents are not adequately trained for such involvement, and (2) very few activities exist in their schools to prepare parents for taking an active role in children's home learning.

The findings in this study support the conclusion of Gordon, et al (1979) that training parents to become more involved with children's home learning can be done and be effective. Results from their study clearly point out that once parents are sufficiently trained for participation in children's learning at home and provided with opportunities to do so, two important outcomes were evident. First, a relevant partnership between home and school is developed and second, parents become more effective teachers of their children at home. Principals in this survey were strong in their support for parents participating in or assisting with children's home learning, but not quite as sure about parents being able to effectively play this kind of role. In addition, the principals in this region indicated parents are not being provided with opportunities to help them more effectively become involved with home learning activities.

Generally, parent involvement is perceived as activities which help support the school and usually take place at the school. In this study, principals identified as most typical the parent activities which supported the school program. Parent involvement of this kind fits what Gordon (1978) describes as a parent or family impact model of parent involvement. This model calls for parent involvement which influences the family so that children will fit the school. Principals indicate that parent involvement activities like these are quite typical in their schools and tend to provide support for the school. This indicates that principals not only favor parent involvement in which parents support the school, but also allow such practices to take place in their schools. Further, this appears to support the conclusion by Kagan and Schraft (1980) which suggests that parent involvement is adapted moreso to fit school needs than schools adapting to meet the goals of parent involvement.

School decision making is an area of parent involvement which became most popular with the advent of such federal programs as Head Start, Follow Through, Home Start, Title I and others. One of the underlying tenets concerning parent involvement of this kind was that parents could be involved in schools and classrooms to make them change and become more responsive to client needs or concerns. Participation of this nature is what Gordon (1978) describes as the school impact model of parent involvement. The model assumes that rather than having child achievement as the sole measure of educational improvement, both parent influence and involvement also become measures of school success.

However, principals had mixed feelings about parent involvement of this kind. There was very little support by principals for parent involvement in administrative decision making nor was there much evidence that such involvement typifies parent participation in their schools. This appeared to be especially true when principals related to the duties and responsibilities traditionally considered as belonging to school staff.

Principals were much more favorable towards parent involvement when it concerned curriculum and instruction decisions. Again though, support was for involvement in curriculum and instruction decisions which directly related to their own children and not for parent involvement regarding curriculum and instruction decisions considered to be within the sole purview of school staff. This supports the conclusions by (1) Cohen (1978) that recent trends advocating and creating opportunities for community participation in and control of education, ultimately leads to strengthening the power of school staff instead, and (2) by Gotts (1979) that if the central issue of parent involvement is perceived to be school control, the cause may be already lost except for Head Start type programs. Rather, Gotts indicates that an alternative goal for parent involvement might be one of partnership and the development of parental skills. This approach may be more attainable within the framework of public school governance.

The findings in this study and those of other parent involvement experts seem to confirm that parent involvement in school decision making is more acceptable and feasible when the focus is on children's learning rather than the organization and administration of the school. A lingering concern though seems to be whether or not the two can be so clearly dichotomized when educating children.

Generally, principals perceive that teachers have taken on more of parents' responsibilities when dealing with children in school, but still have enough time to work with parents. Teachers remain uncomfortable when working with parents according to principals. However, parents, overall, are thought to be competent enough for taking part in children's learning, though they have not and are not receiving much training to do so.

The responsibility that parents have with respect to parent involvement is more at the broad conceptual and advisory levels. Such input from parents is seen as being far less important or useful when implementation begins. Principals seem willing to accept parents as partners in the education of children even though the partnership is complicated by (1) more parents in the work force which means less time for participation in school efforts, (2) the problem of motivating more parents to become involved regardless of their socioeconomic status, and (3) the perception that many parents do want to spend time with children's education. In addition, few activities exist in schools which encourage or have parents as partners.

Finally, principals are clearly in favor of parent involvement goals or purposes which enhance children's development and parent participation in that development. However, they do not give importance to those aims which might threaten, advocate change in or promote direct parent participation in matters considered the province of school staff. As a result, these findings lead to the conclusion that principals value most the broad, general concepts of parent involvement, but value least parent involvement which trespasses on their perceived domains of governance in schools.

Principals consider it very important that teachers receive undergraduate training which prepares them for working with and/or involving parents in schools. Such training experiences, according to principals, should involve direct interaction between undergraduates and parents, teachers and principals. These experiences are seen as potentially enhancing more parent involvement in children's education and increasing teachers' abilities to facilitate home-school cooperation.

Upon examination of the influence of such demographic variables as gender, educational background, ethnicity, years of experience, city size, and school size, only city size appears to have had a noticeable influence on their responses. However, the amount of variance attributed to the influence of those variables was relatively small and may have been offset by the influence of other factors.

Based upon the findings and conclusions of this study concerning principals' perceptions about several aspects of parent involvement, the following recommendations for undergraduate preparation of elementary teachers are offered:

1. That prospective teachers be trained to determine how capable parents are of taking part in children's home learning.
2. That prospective teachers be trained to assist parents in becoming more involved as home tutors of children based upon

their time, motivation and skills.

3. That prospective teachers be trained to assess the climate for parent involvement in schools where they work, then devise methods of involving parents which support schools given that climate.
4. That prospective teachers be trained to keep principals informed about parent involvement from the perspectives of parents while making suggestions and/or developing strategies for involvement which complement the administrative roles of principals and teachers.
5. That teachers be trained to become less threatened and more comfortable/confident when working with or involving parents in children's education.
6. That teachers be trained to capture and utilize parents' desire for being involved while realizing that parents have some limitations regarding their level of participation.
7. That teachers be trained to identify who has responsibility for various aspects of parent involvement in schools and then facilitate parent involvement which minimizes conflict regarding these responsibilities.
8. That teachers be trained to value and appreciate the value (goals and purposes) of parent involvement in children's education.
9. That teachers be provided with more parent involvement training experiences which are interactive with the key stakeholders (e.g., parents, teachers and principals) rather than those

which are more passive (i.e., classroom projects, term papers, and other non-contact experiences).

Perhaps Bell (1980) best summarizes the emergent implications for teacher training suggested by this study when he stated that the total program of schools must focus on advancing effective parenting and parent involvement in school efforts. However, one reason why this has not reached fruition is that most educators (especially teachers) receive training in colleges of education which places more emphasis on effectively organizing and teaching traditional subject matter to children. Lacking in this preparation is the development of knowledge and skills with respect to effective involvement of parents in children's school/home learning and other aspects of school operations. This lack of training for teachers is incongruent with the thrust of federal programs which either promote and/or require expanded opportunities for parents as teachers of their children and as active participants in the total school program. Thus, the viewpoints expressed here, and the study's results, both suggest that teachers' training should include experiences which prepare them for helping parents to become more involved with children's home/school learning as well as other facets of the school's program.

While realizing that the extent to which parents are involved in children's education and other school activities has some limitations, this should not prevent increased involvement on their part. Rather, it should help establish the framework and define specific guidelines for parents and school staff working together to make children's educational experiences more relevant and successful. Buben (1979) warns that when parents and teachers work at cross purposes, education suffers. However, when principals make an effort to increase parent involvement in their schools, everyone benefits, i.e., teacher effort increases, student motivation improves and parent/community support builds.

The demands for excellence in teaching and in school effectiveness are reasonable ones. Unfortunately, such excellence cannot be attained if parents, teachers, principals and teacher educators have goals which conflict with each other. One important way of developing more goal concensus among these groups is preparing both parents and school staff (teachers, in particular) for increasing parent involvement and cooperation. Thus, as Buben (1979) concludes, parents must be brought back into education because parent involvement is a commitment to excellence. Such a commitment would require the development of new skills on the part of teachers through expanded experiences at the undergraduate teacher education level.

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